SOAS
University of London

# Estate Strategy 2023–2028

Final – November 2022

# Contents

# 1. Executive summary

This Estate Strategy contains an overarching framework which will structure the development of the SOAS estate over the next five years, in accordance with the School's vision and strategy as defined in the Strategic Plan: 'Reimagining SOAS for the 21st Century'.

The Estate Strategy is based on the continued occupation of the SOAS campus at Bloomsbury. This is governed by a guiding principle, that there is capacity within the estate which can be unlocked through better utilisation, a more efficient allocation of space, and improvements to the condition, quality and management of spaces. This will collectively provide all staff and students with exceptional facilities and services on an attractive, welcoming and accessible campus. **It is anticipated that SOAS has enough space** and it is unlikely there is a need for the construction of any new floor area beyond the existing campus footprint during the plan period. However, provision for future expansion may form part of the planning for the medium to long term.

Since the completion of the School's previous Estate Strategy in July 2015, SOAS and the higher education sector, indeed society as a whole, has changed dramatically. This is the 'new normal' to which the Estate Strategy responds: a need to restore the campus community after extended periods of remote working during the covid-19 pandemic; an increased urgency to act more

sustainably to reduce the environmental impact of the School and adapt to the inevitable changes associated with the climate emergency; a shift in how teaching and learning is delivered as online and blended learning becomes more prevalent; and new ways of working, including a hybrid model, places new demands on the estate as working patterns change.

This Estate Strategy also addresses perennial issues at SOAS, including historic underinvestment in the fabric of the estate, a limited understanding of how the estate is used – by whom, how much and when, and the adequate provision of formal, informal and social spaces for the whole student community to a standard which meets their needs and expectations in the context of the higher education sector in London and further afield.

**This Estate Strategy will ensure SOAS can meet these challenges and continue to thrive as a world-leading centre for teaching and research focused on Asia, Africa and the Middle East**. The School has consulted extensively with staff and students to ensure the plan is informed by the people who know the campus best, and has benchmarked proposals against best-practice in the sector to learn from the experience of our peers. In delivering the Estate Strategy we will:

- **Equip all staff and students with exceptional facilities and services** to enable SOAS to operate more efficiently within an improved working environment.

- **Pursue a comprehensive programme of renewal and refurbishment** to improve the overall condition of the estate and

to provide adequate and suitable facilities that enable the delivery of the School's world-class academic activities.

- **Enable SOAS to act more efficiently** by gathering comprehensive data on how our space is used and how functionally suitable it is for our users.

- Ensure all buildings and facilities meet statutory requirements for **accessibility, health and safety, fire safety** and other extant regulations.

- Adapt the estate to enable SOAS to meet its environmental targets including its commitment to reach **carbon net zero by 2032**.

- **Protect and enhance the School's listed buildings and other heritage assets**.

- **Improve campus experience** through the provision of services including food and beverage, and a programme of campus improvement works informed by consultation with the student community.

- **Enhance the performance of the SOAS Library** through investment in the Library and Special Collections, improvements to the physical environment and better collections and access management systems.

- Provide **sufficient and suitable formal and informal learning spaces and social spaces to meet the School's needs** over the plan period, including the reconfiguration of existing spaces to meet current needs, e.g. class sizes.

- Plan to consult with students and staff alike in seeking views on the **future use of Gordon Square as well as the most appropriate location for the Doctoral School**.

- **Rationalise and improve the provision of workspace for academic and professional staff across SOAS**, informed by space utilisation data, to align with hybrid working practices, the blended learning model and industry standards for workspace provision.

The Estate Strategy sets out the School's plan to meet each of these commitments, structured into clear strategic objectives which will guide investment in the Estate over the plan period according to **a dynamic implementation plan which will generate short-term improvements while laying the groundwork necessary for ongoing success**.

Over the duration of this strategy period there will be a number of opportunities and challenges to which SOAS will want to respond. The implementation of this Estates Strategy will consequently be subject to the affordability (both in terms of capital and recurrent costs), academic priority and necessity, and the practicality of each project as it arises. All projects will be subject to the standard procedures for approval.

This Estate Strategy shall be reviewed on a regular basis and revised as necessary. A formal review should be undertaken during Year 2, with a full and rigorous review of the strategy to be undertaken at Year 5.

# 2. Introduction

SOAS is global, delivering excellence in research and teaching, seeking to understand the planetary questions of the day through the lens of Asia, Africa, and the Middle East. It is also local, based in the heart of Bloomsbury amongst a tight-knit network of universities, specialist research institutions, museums, and libraries. The estate is one of SOAS's most valuable assets, part of the School's identity and a key enabler for the delivery of its mission: to be a centre of excellence in research and teaching relating to Asia, Africa and the Middle East, as expressed through a range of academic disciplines in the humanities and social sciences, and their interaction.

This Estate Strategy sets out a new approach to the management of the SOAS estate over the next five years, as the School delivers its strategic plan: 'Reimagining SOAS for the 21st century'. All aspects of education, research, community and outreach are underpinned by the estate, which influences productivity, sustainable development, student and staff recruitment, retention and satisfaction, financial efficiency and competitive advantage. The methodology used in the preparation of this Estate Strategy is described at **Appendix 1**.

Informed by analysis of the SOAS campus and its relation to current and planned activity, plus extensive consultation with stakeholders within the campus community and best practice across the higher education sector, this Estate Strategy recommends policies and projects that will provide a durable strategic framework for the estate which is aligned with SOAS's vision and purpose. It has been written to align with the broader SOAS vision and mission, as detailed at **Appendix 2**. The strategy encompasses recommendations for projects which can make an immediate impact, as well as long-term planning. First year undergraduate students should expect to see meaningful improvements to their experience of the university over the duration of their courses, changes which will be aligned with SOAS's long-term strategic vision.

## The SOAS community

SOAS is committed to creating a socially just institutional community in which all its members experience belonging and are treated with civility and respect. The estate must therefore meet the needs of a diverse range of people, meeting the strategic goals of the institution and providing opportunities for learning, research, personal development, interaction within and beyond the SOAS community.

In 2021, SOAS had almost 5,400 students on campus and over 1,500 distance learning students. Of the on-campus students, over 3,000 were undergraduates (82.9% Home/EU, 17.01% overseas) including 350 or so entering the Foundation Year; around 1,750 were taking post-graduate taught programmes (68.05% Home/EU, 31.95% overseas) and there were over 560 doctoral researchers (52.29% Home/EU, 47.71% overseas).

By 2028, SOAS will grow by at least an additional 1,000 students, while increasing its proportion of postgraduate students from 42% to 55% of its student body.

The on-campus student community is consistently international and ethnically diverse, for example in 2020-2021 students described themselves as: 35.3% White, 23.4% Asian, 9.6% Black, 9.5% Mixed Race, 6.6% Chinese, 6.3% Arab, 5.9% Other and would not say, 1.9% Middle Eastern and 1.5% South East Asian.

# 3. The SOAS estate

SOAS occupies a small group of buildings in Bloomsbury, situated between Russell Square, Torrington Square and Woburn Square Garden: the Main College Building, Philips Library, Brunei Gallery, Senate House – Paul Webley Wing, and at the edge of this group, 53 Gordon Square.

The School owns a sixth building to the north east of its main campus, Vernon Square, which is presently leased to a third party.

All SOAS's Bloomsbury buildings are held on long leasehold from the University of London, which owns the freehold for about 12 hectares of land in Bloomsbury. Consequently, and unlike many other universities, it does not control the public realm directly associated with its buildings, and the School must work closely with the University of London and Camden London Borough Council to create and maintain attractive public spaces adjacent to its buildings.

## Summary: the SOAS estate

| Building | Construction | Tenure | Area (NIA)* | Heritage listing | Principal uses |
|---|---|---|---|---|---|
| Main College Building | 1941-46 | Leasehold | 5,045.8m$^2$ | Grade II | Student union & common room, SCR, teaching rooms including large lecture spaces, and offices. |
| Philips Library | 1960-79 | Leasehold | 14,341.5m$^2$ | Grade II* | Library, teaching rooms, a lecture hall, and offices |
| Brunei Gallery | 1995 | Leasehold | 2,462.95m$^2$ | - | Exhibition space, a conference space, teaching rooms and offices |
| 53 Gordon Square | 1840-1914 | Leasehold | 773.27m$^2$ | Grade II | Doctoral School - informal study, offices and a flat |
| Senate House – Paul Webley Wing | 2016 | Leasehold | 5,825.7m$^2$ | Grade II* | Student hub and café, a range of teaching rooms, offices, careers service, registry |
| Vernon Square | 1840-1914 | Freehold | 3216.2m$^2$ | - | Leased to The Courtauld Institute |
| | | Total | 31,776.4m$^2$ | | |

* Source: SOAS Estate Management Record, December 2021.

53 Gordon Square

Philips Library

Main College Building

Brunei Gallery

Paul Webley Wing

The estate is occupied by the following uses:

| Space type | Area (m²) | % of total |
|---|---|---|
| Teaching spaces | 5,072.77 | 17.8% |
| Library | 4,456.55 | 15.6% |
| Academic offices | 4,328.58 | 15.2% |
| Professional offices inc meeting rooms | 3,863.51 | 13.5% |
| Informal study | 1,095.42 | 3.8% |
| Community | 893.04 | 3.1% |
| Other* | 8,840.36 | 31.0% |
| **Total** | **28,550.23** | |

*Other comprises balance spaces including circulation, WCs, comms rooms, foyer, gallery, kitchens, plant, services etc.

At 4,456.55m², the Library occupies about 16% of the estate area, which is representative both of the status of the Library within the School and the value of this facility with respect to the functioning of the School and the experience of the SOAS community. Improvements to the Library will have a significant impact on the functioning of the estate going forward.

Informal study space constitutes only 3.8% of the estate, and according to the Estate Management Record is located in the Philips Building and Paul Webley Wing only. When added to the 17.8% of teaching space, this adds to just short of 22% of formal and informal learning space excluding the library. Initial informal intelligence suggests this figure should be between 32 – 38% of total floor space. A benchmarking process is underway to establish a more formal and refined range that is comparable to

SOAS. Furthermore, campus users report an under-provision of informal learning space, which can be used for group or solo work and for students participating in lectures and other classes remotely. As SOAS moves to provide more teaching and learning through online and blended means, it is likely that more such spaces will be required to meet the needs of the SOAS campus community.

Academic offices occupy 4,327.58m², which is about 15% of the estate. Most of these offices are for individual use, with a smaller number of shared offices. Once it has determined its expectations for on-campus working, SOAS shall review its academic office policy to ensure that space is best used across the campus.

Professional offices occupy 3,863.51m² or 13.5% of the estate. Most of these offices are in the Main College Building, the Philips Library and the Paul Webley Wing,

with a much smaller footprint in the Brunei Building and 53 Gordon Square. There is opportunity to rationalise the distribution of professional staff across the estate, in light of potential new ways of working and in response to the short-term relocation of professional staff which followed SOAS's sale of several historic terraces at Russell Square in 2020.

## SOAS: a short history

SOAS was established by Royal Charter on 5 June 1916, admitting its first students in January the following year to its premises in Finsbury Circus. The School, which then focused on advancing academic and practical knowledge of Asia, quickly established itself with an academic reputation to rival the famous Oriental schools of Berlin, Petrograd and Paris.

From 1938 SOAS broadened its focus to become the School of Oriental and African Studies, and soon after decamped from its base at Finsbury Circus to its present location in Russell Square. Construction of the SOAS precinct began in 1938, with the Main College Building partly occupied by 1941 and coming into SOAS's possession in 1946.

The School flourished in the post-war decades, benefiting from the rapid expansion of higher education in Britain and, particularly, government support for the expansion of Asian and African studies under the recommendations of the 1945 Scarborough Commission. It grew over the 1950s and 1960s to occupy several premises across central London.

SOAS gained from the masterplan prepared by Denys Lasdun in the 1960s for the development of a university district adjacent to the Main College Building. This included the Philips Library at SOAS (opened in 1973), as well as facilities for the Institute of Education, Law Institute and the Geography and Psychology Departments of University College London.

SOAS prospered in the 1980s and 1990s, and in 1995, the Brunei Gallery was built on its southern edge, funded by a major gift from the Sultan of Brunei. An important recent development on campus is the paved and tree-lined pedestrian walk, which extends between the Brunei Gallery and the Main College Building, on what was formerly a car park. In 2001, the School opened a second campus at Vernon Square.

Prior to the listing of the Philips Library, a new Research Block was inserted between the Main College Building and the library in 2000, based on a masterplan developed by John McAslan and Partners. In 2006, JMP designed two-storey, glazed reading terraces on the north and east sides of the library, the installation of which increased capacity by 170 desk spaces.

In 2016 the Paul Webley (North) Wing of Senate House was occupied by SOAS. The project was a significant refurbishment of five floors of the landmark 1930s University of London building. These works included the creation of a plaza – the Eychaner Atrium – under a double curvature glass canopy.

## Building condition

SOAS has a good understanding of the condition of its estate, having commissioned a detailed condition survey in 2021. This work confirms that most of the estate is in reasonable condition, although about 30% of the estate requires investment in the short to medium term, mostly in the Main College Building and the Philips Building. The condition survey sets out a programme of future planned maintenance works and estimated costs, which will inform investment in the estate over the plan period and be implemented in tandem with other improvement works in an incremental fashion.

## Utilisation and functional suitability

SOAS needs a greater understanding of the utilisation of its estate. It has recently undertaken a small space utilisation study across teaching rooms, which found that about three quarters of the rooms occupied during the study period were less than 40% full. This suggests that classrooms and class sizes are misaligned and SOAS could use its space better.

This indicates that there is sufficient capacity within the estate to accommodate existing activity and planned growth. A full formal space utilisation survey will provide evidence to support this position. It would confirm how efficiently the estate is being used and quantify the additional capacity available to the School.

# Assets, shortcomings and opportunities

As SOAS and its campus have evolved, the estate has developed inherent assets and shortcomings, while new opportunities have recently arisen.

## The main assets of the SOAS estate are:

- The **compact nature of the estate**, which is concentrated in the centre of a university district in Bloomsbury. The dense co-location of activities within this core make accessibility by foot between buildings very easy. The School also enjoys close access to public transport links by bus, rail and underground.

- The scale of the estate, which is appropriate to the School's aspirations for growth. **With efficient planning and good utilisation, SOAS will not need to build new floor area over the short and medium term**.

- The historic and continuing international importance of the School, including **the quality of its staff, students and collections**. The estate has been developed to support high quality academia at SOAS.

- The **good condition** of much of the estate, which is relatively well maintained.

- The **heritage value** of the estate, which includes several listed buildings and forms part of the Bloomsbury Conservation Area.

- **Security of tenure**. Aside from Vernon Square, which the School owns freehold, the estate is held on long leasehold from the University of London.

- **The quality of the Library and the collections it holds**. The Library building comprises a significant proportion of the total SOAS estate. It has architectural value and contains the School's library and special collections, which are of international importance.

## The main shortcomings of the estate are:

- **Inefficient allocation of space across the estate**. The School allocates office space to professional and academic staff based on levels of occupancy and styles of working which are no longer the norm. SOAS has numerous small teaching rooms which are no longer fit for purpose – the School tends to teach to larger class sizes than it used to.

- **Poor and unknown utilisation of space**. Office spaces are under-utilised, and teaching spaces are not aligned to academic need. However, the estate is reported to be full. With the School's plans to grow, this issue will become more important.

- **A requirement for improved environmental sustainability performance.** SOAS has committed to carbon net zero by 2032.

- **Lack of informal learning space for students**. Blended learning and plans for international partnerships will create new demand for these spaces, which facilitate group work and collaboration suited to a 'flipped classroom' model.

- **Poor and inconsistent technology to support teaching, learning, and working**. Basic requirements like a consistent high quality Wi-Fi connection are lacking and not all classrooms are equipped for blended/ hybrid teaching.

- **Lack of building compliance across the estate**, including asset replacement, fire safety, health and safety, and equal accessibility.

- **Below-average student experience**, reflected in students' perceptions of teaching and learning facilities, campus community and amenities.

**The main opportunities for the estate are:**

- **The growing awareness of the need to rationalise space use in multiple areas**. This includes offices for professional staff and academic staff, which should be reorganised to suit hybrid working; and teaching spaces, which should be re-planned to provide classrooms of the size and capacity to meet the School's needs.

  - **Hybrid working.** New standards for space utilisation will ensure office space is used efficiently.

  - **Teaching rooms**. The School does not have enough teaching rooms with capacity for between 25 and 50 people.

- Use of a **blended learning** model going forward, to facilitate international partnerships and provide a flexible, modern learning experience for all students.

- The generational improvements to building performance in order to meet the School's sustainability commitments to achieve carbon net zero by 2032. This brings with it the opportunity to rethink how the estate is used.

- The **opportunity to transform the student experience across the estate**. Projects like the renovation of the entrance, JCR, SCR and interstitial spaces in the Main College Building show what can be achieved in the immediate term.

- **The Library and Philips Building. This is the building with the greatest scope for improvements, although significant investment will be required**. Better cataloguing of the collections will enable a re-planning of the book stacks and opportunity to open up the Library, increase capacity and improve user experience.

# 4. Estate Strategy objectives

Over the next five years, SOAS will meet the following objectives, which will ensure it continues to thrive as a world-class centre for teaching and research focused on Asia, Africa and the Middle East.

SOAS has agreed these objectives as a record of its ambitions for the estate and a yardstick against which progress will be measured. The detailed recommendations provided in this report are the means by which these objectives will be achieved.

**Objectives:**

1. To **equip all staff and students with exceptional facilities and services**, and to **operate more efficiently within an improved working environment**.

2. To **pursue a comprehensive programme of renewal and refurbishment** to improve the overall condition of the estate and to provide adequate and suitable facilities that enable the delivery of the University's world-class academic activities:

   a. To complete a thorough maintenance and refurbishment programme based on the 2021 Building Condition Survey to ensure all buildings meet HESA Category A or B.
   b. To complete a Building Condition Survey for Vernon Square, which will inform a suitable programme of maintenance and refurbishment works for that building.

3. **To use the estate more efficiently:**

   a. To **complete a functional suitability assessment** of all teaching and learning spaces across the estate, and use the recommendations from this assessment to inform targeted investment to improve these facilities and align them with the School's operational needs.
   b. To **complete a comprehensive utilisation assessment** of all teaching and learning spaces and offices across the estate, and to use the outcomes of this assessment to inform space planning over the plan period. Together, these two exercises are likely to show that SOAS requires no new floorspace during the plan period.
   c. To **develop space utilisation standards**, to guide space planning. These will align with SOAS's particular space needs and be informed by sector benchmarks.
   d. To **implement a new timetabling model**, defining core teaching hours and enabling students to book timetabled teaching spaces for other uses outside core teaching hours.
   e. To **encourage amalgamation and consolidation of professional staff offices**, in particular to move professional staff from rented offices onto the estate footprint.
   f. To **retain Vernon Square** as a strategic asset. SOAS has no present requirement to occupy this building and shall retain the site freehold and seek external advice around future growth options and market conditions concerning the future use of the site as a part of the overall estate, continued leasing options and the overarching value of the site.

4. To **ensure all buildings and facilities meet statutory requirements for equal access**, creating the conditions in which all students can participate fully in the academic, social and recreational life of the School.

5. To **ensure all facilities and estate projects meet statutory Health and Safety Regulations**, for the School to adopt all reasonably practicable measures to maintain a safe and healthy place to work, and to undertake health and safety reviews as and when necessary.

6. To ensure the estate is adapted to enable SOAS to meet its commitment to **achieve carbon net zero by 2032** and other environmental targets:

   a. To improve performance of the estate to reduce energy consumption and associated carbon emissions with respect to building fabric, energy efficiency and decarbonisation of energy infrastructure.
   b. To complete a Carbon Energy and Management Plan and act on its recommendations
   c. To work with partners in Bloomsbury to ensure shared infrastructure is sustainable over the long term.

7. To **optimise the interior layout of the estate for the health, comfort and well-being of occupants**, including ventilation, air quality, noise transmissions, the durability and quality of fittings and furnishings.

8. To **protect and enhance the School's listed buildings and other heritage assets**.

   a. To continue to ensure that all estate projects are sensitive to the built heritage of the School and the city.
   b. To ensure that heritage assets are maintained through a planned, preventative building maintenance programme.
   c. To continue working with Camden Council and Historic England towards a Heritage Partnership Agreement which will inform and structure works to historically sensitive areas of the SOAS estate.

9. To **improve the campus experience for students, staff and visitors to be best-in-class**.

   a. To plan and deliver a programme of campus improvement works informed by the Campus Experience Index student survey.
   b. To undertake annual student surveys using the Campus Experience Index methodology to measure student experience and identify areas for improvement.
   c. To promote student and staff engagement through campus planning to strengthen campus community.
   d. To bring all areas of the estate up to a minimum standard, to ensure a parity of experience among all campus users including universal access.
   e. To provide fresh, hot and cold food and beverage options to students and staff which meet the needs and expectations of the campus community.

f. To ensure wayfinding is consistent and legible across the SOAS campus.
g. To create and maintain a safe, welcoming environment at SOAS for the entire campus community.
h. To ensure toilets are cleaned and maintained to an acceptable standard across the estate.
i. To work with the University of London and other stakeholders to make coordinated improvements to public realm associated with the campus, to improve outdoors amenity, arrival experience and space branding.

10. To **enhance the performance of the Philips Building** through investment in the Library and Special Collections, improvements to the physical environment and better collections and access management systems.

    a. To support the cataloguing of the entire SOAS collection. This will bring with it the flexibility to store the collection in different ways.
    b. To make targeted architectural improvements to the library to enhance access to natural light, improve accessibility, increase capacity for workspaces, provide improved air quality, temperature control and better access to facilities including toilets.
    c. To make desks and workspaces in the Library bookable.
    d. To introduce better security and access control measures which will facilitate 24/7 use of parts of the Library.

11. To **provide sufficient formal learning spaces to meet the School's needs** over the plan period:

    a. To ensure all formal learning spaces support blended learning.
    b. To ensure all formal learning spaces are adapted to accommodate a range of teaching and learning modes.
    c. To right-size the estate to accommodate class sizes of between 25 – 50 people.
    d. To encourage the development of a Blended / Online Distance Learning Policy which will guide estate planning in this area.

12. To **provide sufficient informal learning spaces to meet the School's needs** over the plan period:

    a. SOAS will increase and improve informal learning spaces across campus to ensure social and informal learning spaces provide the right mix and quantum of spaces to support individual learning, group learning, socialising, and blended learning, in spaces zoned for different activities.
    b. To ensure social and informal learning spaces have suitable furniture and equipment.
    c. SOAS will review the Paul Webley Wing atrium space to provide a wider range of comfortable furniture to encourage students to use this space throughout the day for informal study, eating and socialising.
    d. SOAS will introduce zoned spaces and bookable spaces to establish zones for different informal learning activities, such as individual study, group work or remote learning. Appropriate furniture will be provided as necessary.
    e. To encourage the development of a Blended Learning Policy to inform space planning in this area.

13. To Plan to consult with students and staff alike in seeking views on the **future use of Gordon Square as well as the most appropriate location for the Doctoral School**.

   a. SOAS will review demand for postgraduate researchers' workspace, complete a utilisation study for existing space, and evaluate how well it is meeting PGR students' needs.
   b. SOAS will complete a briefing exercise to establish space needs associated with this move.
   c. SOAS will undertake a feasibility exercise to establish potential future use of 53 Gordon Square.

14. To **rationalise and improve the provision of workspace for academic staff across SOAS**, informed by space utilisation data, to align with the blended learning model and industry standards for workspace provision.

   a. To adopt space standards for professional staff workspaces, based on internal requirements and benchmarked against sector norms.
   b. To ensure academic workspaces are suitable for delivery of blended learning.
   c. To develop solutions for the provision of academic workspace which provide suitable workspace that is functional, efficient, and pleasant to use.
   d. To develop a hybrid working policy for academic staff to inform space planning.

15. To **rationalise and improve the provision of workspace for professional staff across SOAS**, informed by space utilisation data, to align with hybrid working practices.

   a. To adopt space standards for professional staff workspaces, based on internal requirements and benchmarked against sector norms.
   b. To develop a hybrid working policy for professional staff which will inform what types and how much spaces is required on campus.
   c. To ensure all professional staff workspaces facilitates hybrid working.
   d. To exit leased professional staff accommodation as a priority, and reallocate space within the estate for staff displaced by this policy.

# 5. Recommendations and priorities for change

This section of the Estate Strategy explains the various issues that SOAS will need to address to accommodate planned growth, facilitate its vision and mission, and deliver a competitive and world-class campus experience.

These issues are organised into three categories, which together describe how the SOAS estate relates to the performance of the School as a whole: asset management, space use and campus experience.

## Asset management
A.  Building condition and maintenance
B.  Statutory compliance
C.  Environmental sustainability
D.  Heritage
E.  Utilisation

## Space use
F.  Formal learning spaces
G.  Informal learning spaces
H.  Library
I.  Postgraduate researchers' space
J.  Academic workspace
K.  Professional staff workspace

## Campus experience
L.  Campus community and belonging
M.  Food and beverage
N.  Wayfinding
O.  Safety
P.  Toilets

Discussion of each of these issues follows the same basic structure: the priorities for the estate are listed; context and background information are provided; challenges are identified; and recommendations are made. Additional information regarding sector trends and student experience is provided for topics discussed under 'Space Use' and 'Campus Experience'.

The higher education sector is a competitive environment increasingly driven by market forces, and SOAS must ensure the quality of the estate meets and where possible exceeds best practices. Benchmark institutions and broader sector trends are referenced throughout this section and covered in more detail at **Appendix 3**.

The student and staff experience of the campus is a fundamental part of their time at SOAS and is associated with satisfaction, engagement, academic performance and other outcomes. During the preparation of this Estate Strategy we have consulted extensively with SOAS students and staff to understand how they use the campus, what works, and what requires improvement.

A major student survey was completed in May 2022. The survey, which generated 254 responses and over 2,000 individual comments, used the Campus Experience Index (CEI), a methodology to capture student feedback to campus environments. The quotations throughout this section are representative example of these comments.

The CEI has been used by campuses globally to gain insight on how students rate campus space, and to inform campus planning and budget allocation. It generates satisfaction scores for different elements of the campus experience, such as teaching spaces or sense of belonging. The scores achieved at SOAS have been compared to a benchmark score aggregated from urban campuses in the Index, which reveals how SOAS performs with respect to its global peers. This, combined with detailed interviews with academic and professional staff, generates a clear picture of the performance of the estate.

# Asset management

## A. Building condition and maintenance

The priorities for the estate are:

1.  To ensure buildings and other facilities are maintained to a high standard.

2.  To address existing building condition challenges through a planned and prioritised maintenance regime.

### Context
SOAS has a good understanding of the condition of its estate. In 2021 it completed a thorough review of the condition of all five buildings in its central campus, which involved detailed inspections of those properties and resulted in a 10-year planned maintenance plan to improve building condition through a programme of remedial work.

The condition of the estate was categorised according to the building condition assessment grades defined by the Higher Education Statistics Agency (HESA):

A   As new

B   Sound, operationally safe and exhibiting only minor deterioration

C   Operational but major repair or replacement needed in the short to medium term (generally, three years)

D   Inoperable or serious risk of major failure of breakdown.

X   A rating added to C or D to indicate that it is impossible to improve without replacement.

The survey found that over 71% of the estate was in good condition, with the remaining 29% requiring investment within the next five years.

| Description | Area (m²) | % of total |
|---|---|---|
| Condition Grade A (%) | 1,137 | 4.1% |
| Condition Grade B (%) | 18,736 | 67.2% |
| Condition Grade C (inc. x) (%) | 6,953 | 24.9% |
| Condition Grade D (inc. x) (%) | 1,059 | 3.8% |
| Total | 27,885 | 100% |

The approximate investment required to upgrade all areas of the estate to Condition B is estimated as follow:

| | |
|---|---|
| Cost to upgrade Condition Grade C to B (£) | £1.0m |
| Cost to upgrade Condition Grade D to B (£) | £2.0m |
| Total | £3.0m |

Given inflationary increases and global supply chain issues, it is estimated that during the five-year strategic plan period to 2028, approximately £10m will be required to fund planned maintenance and remedial works including building fabric, internal and external finish, and building services, with an additional £12m required during the five years between 2028-2032.

| Future planned maintenance cost | |
|---|---|
| Years 1-2 | c. £3m |
| Years 2-5 | c. £7m |
| Years 5-10 | c. £12m |
| Total | c. £22m |

## Challenges

Although the 2021 building condition surveys contain detailed information on the condition of the estate, they are advisory in nature and do not present the evidence required to commission a programme of backlog maintenance works. Further evaluation of the building condition information is required alongside the development of a backlog maintenance programme of works.

This will also need to be contextualised against the funding available to invest in the estate. The School will need to prioritise investment based on broader strategic goals including the recommendations set out in this Estate Strategy.

## Recommendations

The following projects and policies should be adopted to address existing building condition issues and ensure the School's estate is well maintained over the long term:

- Evaluate the 2021 building condition assessments and determine a prioritised programme of works to improve and maintain building condition across the estate.

- Ensure maintenance projects are aligned with the broader set of projects and policies set out in this Estate Strategy.

- Continue to ensure the upkeep and maintenance of Vernon Square.

## B. Statutory compliance

The priorities for the estate are:

1. To ensure all buildings, plant and systems meet necessary statutory requirements with respect to fire safety, air and ventilation safety, and gas, electricity and water safety.

2. To maintain the heritage significance of the estate while making necessary improvements.

## Context

The School has identified a number of outstanding requirements with respect to statutory compliance. In 2019, it commissioned Kindall Kingscott to assess the compliance of passive fire protection measures such as fire doors across the estate and identify works required to make the estate compliant.

The building condition surveys undertaken in 2021 also identified issues concerning compliance with relevant legislation including building regulations, workplaces safety, fire precautions and means of escape, heritage, disability discrimination and energy performance. While this did not amount to a detailed review nor specific risk assessments, it identified matters that would benefit from further investigation and possible action, including:

- A requirement to replace fire doors to meet current regulations and standards in the Paul Webley Wing, Philips Building and Library, and Main College Building. A fire-stopping audit is required at in the Brunei Gallery.

- A requirement to undertake an access audit and improve facilities in the Philips Building and Library for wheelchair users and those with mobility issues, noting long travel distances to reach accessible facilities.

- A requirement to rectify defects present in the basement store room of the Main College Building which present a health and safety risk to staff and members of the public who may access this area.

In response to this and other advice, the School has identified Health and Safety and Fire Safety compliance and resilience as a strategic priority for 2022/23, and has allocated funding to upgrade and improve fire doors in the Philips Building and Library, the Main College Building, the Brunei Building, 53 Gordon Square and the Paul Webley Wing. It is also investing in life safety systems across the estate. The School was granted planning permission in November 2021 to replace approximately 100 fire door sets in the Philips Building, alongside replacement of fire compartmentation where necessary.

### Challenges
Most of the SOAS estate is either Grade II* or Grade II listed. Alterations to listed buildings require Listed Building Consent, satisfying the local planning authority that the works and any impact on the significance of the heritage assets in question is justified.

### Recommendations
These projects and policies should be undertaken to ensure the SOAS estate complies with relevant statutory requirements:

- Having completed remedial fire safety works in the Philips Building, plan and complete similar exercises for the remainder of the estate and make improvements as necessary.

- Audit the estate with respect to universal access and plan and deliver a programme of remedial works as necessary.

- Seek to balance the impact of compliance works with the heritage value of the estate to reduce and mitigate any harm to the significance of heritage assets.

### C. Environmental Sustainability

The priorities for the estate are:

1. To monitor, control and minimise the School's environmental impact, and seek to make improvements to this performance.

2. To comply fully with all relevant environmental legislation, regulations and agreements.

### Context
In the past decade SOAS significantly reduced the amount of carbon it emits. The School is committed to reaching carbon net zero by 2032 and will publish a new Carbon Net Zero Strategy in 2023.

SOAS is presently procuring specialist advice to develop the Net Zero Strategy to support it in meeting its 2032 Net Zero commitment. This is a challenging ambition that will involve calculating the School's current carbon footprint, modelling pathways and targets to reduce this footprint, and developing decarbonisation policy and initiatives to meet the net zero target.

Projects to date to reduce the carbon footprint of the campus include ventilation improvements, upgrades to heating and cooling systems, lighting upgrades including lighting controls, building fabric improvements, improved building controls, and the installation of a 30kWp solar PV array on the roof of the Main College Building.

SOAS subscribes to the Bloomsbury Colleges Environmental Sustainability Policy, which seeks to minimise the impact SOAS, Birkbeck and the London School of Hygiene and Tropical Medicine have on the environment, facilitate sustainable growth and development, and embed continuous improvement in environmental performance into the School's business model and culture. This includes a commitment to setting and implementing ambitious emissions targets, to entail:

- Reducing carbon emissions relating to energy use, including heat decarbonisation planning, and progressively decreasing the carbon intensity of other key operations.

- Reducing emissions related to business travel and commuting and support sustainable modes of travel.

- Reducing emissions related to the supply chain for goods and services through sustainable procurement practices.

- Managing the property portfolio in a manner that maximises resources and reduces environmental impact, including adopting sustainable refurbishment/construction standards where possible.

The School is also a partner in the Bloomsbury Heat and Power system. Upgrades to this system will commence in 2023, which will eventually see the replacement of the district heating network and associated efficiency gains.

New buildings should be built to sustainable building standards. It is worthy to note that the refurbishment of the existing estate is likely to have less embodied carbon than a new-build project.

## Challenges

The School does not have an active Carbon Management Strategy. It is therefore not able to plan and act to reduce its carbon footprint and other impacts on the environment. Once the 2023 Carbon Net Zero Strategy is complete, resulting projects should be fed into a capital plan.

SOAS can presently manage Scope 1 and 2 emissions associated with the performance of the estate and the School as a whole. Scope 1 and 2 emissions arise from direct fuel combustion on site from boilers and vehicles, as well as purchased electricity, heat and steam. However, it is not currently able accurately to assess the impact of its Scope 3 emissions, which cover indirect aspects including procurement, business travel, waste generation and water use. SOAS is working to put in place the mechanisms to properly baseline its Scope 3 emissions.

## Recommendations

The following projects and policies shall be adopted to support SOAS as it moves towards carbon net zero:

- Improve performance in the following areas to reduce energy consumption and associated carbon emissions:

  – Building fabric (existing and new buildings or projects)

  – Improved energy efficiency by installing low energy mechanical, electrical and public health systems

  – Decarbonisation of the energy infrastructure

- Complete a new Carbon Net Zero Strategy and use this to inform a programme of works to ensure the estate meets the School's sustainability goals.

- Work with partners in Bloomsbury to ensure shared infrastructure is environmentally sustainable over the long term.

## D. Heritage

The priorities for the estate are:

1. To maintain and where possible enhance the heritage value of the estate.

### Context
Most of the SOAS estate is heritage listed, with 82% of the campus by floor area being either Grade II* or Grade II listed. Excluding Vernon Square, the entire estate lies within the Bloomsbury Conservation Area.

The heritage significance of the School's buildings is an asset in terms of SOAS's reputation and the campus experience. It is part of what makes SOAS distinctive. However, listed buildings are typically older and less flexible that modern buildings which can more readily be altered. Such buildings can cost more to maintain and alter than unlisted buildings, and present a greater planning burden with respect to listed building consent.

SOAS has a history of engaging proactively with Camden Council and it is currently working with Camden Council and Historic England to introduce a Heritage Partnership Agreement concerning its estate. This agreement would establish parameters in which SOAS could operate with the agreement of Camden Council and Historic England, making the process of undertaking works to listed buildings quicker and more efficient.

### Recommendations
The following projects and policies shall be adopted to ensure heritage assets are protected and enhanced at SOAS:

- Continue to ensure that all refurbishments, extensions and developments are sensitive to the built heritage of SOAS, Bloomsbury and the broader London context.

- Work proactively with the Camden Council, Historic England and other stakeholders to agree a Heritage Partnership Agreement concerning development at SOAS.

## E. Utilisation

The priorities for the estate are:

1. To establish clear data which show utilisation of teaching spaces, informal learning spaces, academic offices and professional staff offices.

2. To develop associated utilisation policies and standards.

3. To optimise utilisation as needed (according to those policies and standards) through timetabling, improvements to functional suitability, and enabling technology such as room booking software.

### Context
SOAS presently lacks comprehensive utilisation data for its estate. 'Reimagining SOAS for the 21st Century' recommends comprehensive occupancy and utilisation surveys, which would be used to inform how the estate could be used more efficiently.

In February 2022, SOAS conducted a week-long utilisation survey across the Paul Webley Wing, Brunei Gallery, Main College Building and rented spaces at Birkbeck. Each teaching room across the estate was surveyed every hour between 09.00 and 17.00 and the number of occupants each hour was recorded.

Counting each hour between 09.00 and 17.00 for each teaching room as a bookable timeslot, 42% of bookable timeslots were occupied at the Paul Webley Wing during the survey period, 56% were occupied at the Brunei Gallery, and 44% were occupied at the Main College Building.

While these utilisation rates appear reasonable, when occupancy is considered the survey found that utilisation of space at SOAS during the audit period was low. Comparing the number of people using each room to its total capacity:

- 74% of occupied rooms in the Paul Webley Wing were occupied to less than 40% capacity.

- 83% of occupied rooms in the Brunei Gallery were occupied to less than 40% capacity.

- 74% of occupied rooms in the Main College Building were occupied to less than 40% capacity.

These results reveal a misalignment between the size of rooms being booked and the capacity of those rooms: class sizes tend to be much smaller than room capacity. While covering a short period, and undertaken when attitudes towards on-campus study, teaching and research were influenced by the covid-19 pandemic, this pattern of use is reflected in comments received during stakeholder consultation with staff and students, including a student-experience survey shared with all SOAS students, as well as the findings of a Learning Spaces Consultation undertaken group at SOAS in May – June 2022.

Utilisation data is a valuable tool to inform space planning at a higher education institution. It is likely that SOAS has capacity within its existing footprint which could accommodate the anticipated growth and changes in use patterns over the estate strategy period. Utilisation data would confirm this position. Decision-making with respect to large capital projects, such as the West Wing development, should be paused until good utilisation data is available.

### Challenges

Gathering utilisation data across the estate can be a costly and time-consuming exercise. The data, having been collected, soon loses relevance. It is therefore important to have a plan in place to use utilisation data once it has been gathered.

SOAS must develop utilisation policies for its estate to use utilisation data effectively. These can be informed by sector benchmarks but is ultimately dependent on the School's requirements and ways of working.

### Recommendations

The following projects and policies shall be adopted to ensure heritage assets are protected and enhanced at SOAS:

- Acknowledge the fundamental importance of utilisation data in estate planning and strategy.

- Undertake space utilisation surveys in Autumn 2022.

- Develop timetabling and space use policies for teaching rooms, informal learning areas, academic offices and professional staff offices and communal areas.

- Use utilisation data to inform space planning according to these policies.

- Consider large capital projects including the West Wing development, when there is good utilisation data, at which point review the validity of such projects.

## Summary: asset management

A clear understanding of the performance of the estate with respect to condition, compliance, environmental sustainability, heritage and utilisation will provide great scope for improvement if the School is able effectively to harness opportunities in these areas.

Workstreams should be aligned to ensure that maximum gains can be realised from works in these areas. An environmental sustainability strategy, for example, should overlay all works to the estate, so that projects to improve building condition or comply with statutory requirements are aligned with environmental goals. Similarly, all projects should seek to protect and enhance heritage assets, with works to be structured by a Heritage Partnership Agreement with Camden Council and Historic England.

# Space Use

The SOAS estate comprises a range of space types which are used by members of the campus community in different ways. This section considers each of the major space types in turn:

F. Formal learning spaces
G. Informal learning spaces
H. Library
I. Postgraduate researchers' space
J. Academic staff workspace
K. Professional staff workspace

Here, sector trends and student experience are discussed alongside context, challenges and recommendations.

The student experience has been recorded through the Campus Experience Index

(CEI) survey, which identified areas requiring improvement as well as successes on campus which can be emulated elsewhere. Each of the 2,000 individual responses logged during the survey have been analysed to generate a percentage satisfaction score, which describes an aggregate student sentiment on a range of topics including teaching and informal study spaces, the library, and information technology, as well as more abstract concepts like safety, sense of belonging and wayfinding.

When compared to a CEI benchmark drawn from analysis of other urban campuses, these scores show that SOAS is underperforming in almost every category, set out in the chart on this page.

Through targeted investment acting on the recommendations set out in this report, SOAS can make improvements to its estate over the short, medium, and longer term.

**SOAS CEI against other urban campuses**
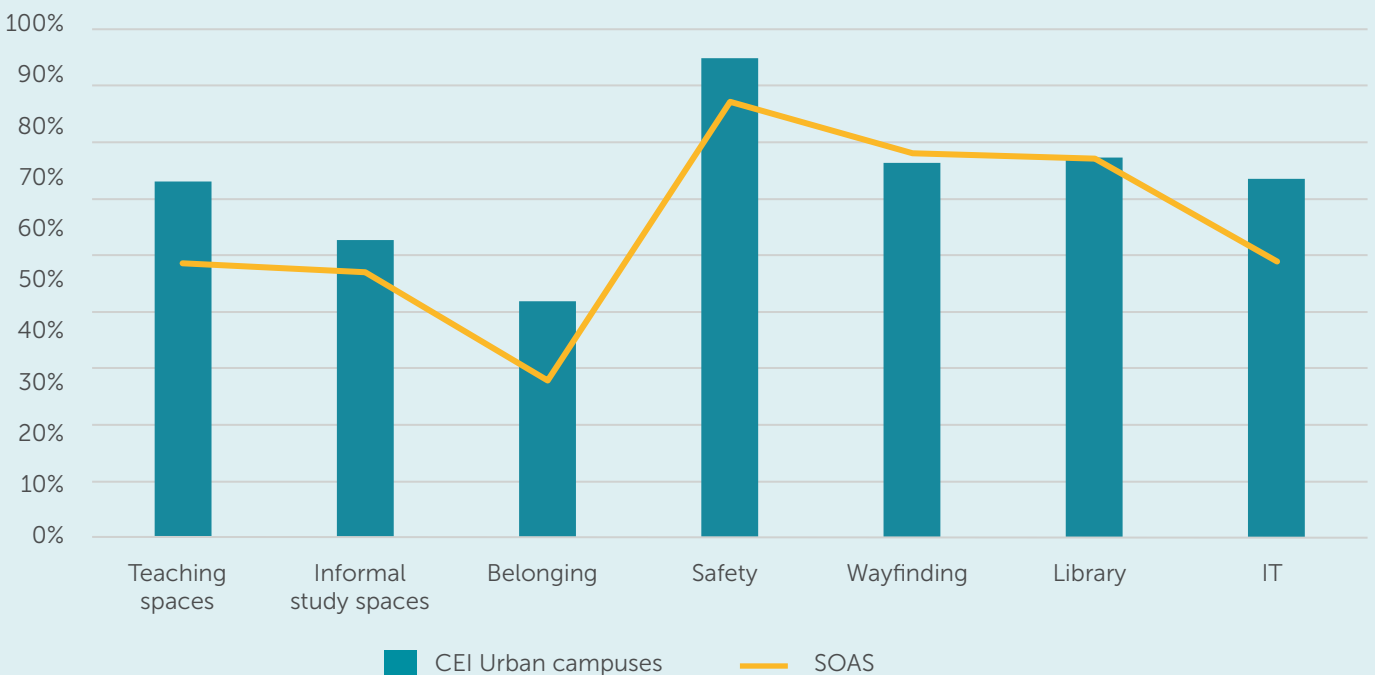


The detail of each of these categories is set out in the following sections

Teaching spaces in the Brunei Building

## F. Formal learning spaces

The priorities for formal learning spaces are:

1.  To provide sufficient capacity to meet current and planned demand.

2.  To ensure all formal learning spaces support blended learning.

3.  To ensure all formal learning spaces are adaptable to facilitate a range of teaching and learning modes.

4.  To provide more 25 to 50 person capacity formal learning spaces to address unmet need.

5.  To ensure all spaces conform to statutory and institutional requirements for accessibility, fire safety, health and safety, ventilation, daylight and comfort.

Formal teaching spaces – lecture theatres, seminar rooms, language labs, computer

*"The tutorial rooms have great natural light and lovely patterns on the glass"*

*"It's a lovely building, but the rooms are boiling which can make it uncomfortable"*

Brunei Gallery

A teaching room in the Paul Webley Wing

rooms, music rooms and studios – make up about 18% of the SOAS estate. They are distributed across all four of the main buildings and can be grouped broadly into two categories: good quality, recently renovated spaces in the Brunei Gallery and the Paul Webley Wing, and rooms which are less fit for purposes in the Main College Building and the Philips Building. These spaces have been evaluated in light of the School's approach to on-campus teaching, changes to curriculum delivery, and aspirations to increase hybrid and remote learning with international partners.

## Context

In September 2022 SOAS returned to on-campus teaching for all courses. The School has committed to incorporating a permanent blended learning component to every programme but is likely to conduct most teaching on campus and in person.

Before the covid-19 pandemic, SOAS believed it was operating at nearly maximum

*"These places are well ventilated, good temperature, well-let and spacious for the activities we had in them"*

*"Too many tables in weird arrangements"*

Paul Webley Wing

capacity and that more formal learning spaces would be required to accommodate growth. However, the School does not have sufficient utilisation data to know whether this is the case. It is likely that SOAS has capacity to accommodate current demand for formal teaching spaces as well as planned growth. As noted under 'E - Efficiency' an occupancy survey completed in February 2022 suggested that teaching rooms at SOAS were underutilised. The existing estate could work harder to support formal learning.

Demand for formal teaching space at SOAS has recently changed. In a 2020 curriculum review, the School merged some of its smaller courses to provide fewer, medium-sized programmes. One of the consequences is larger class sizes; departments are asked to aim for a minimum class size of 20 to 25 people. SOAS was built to accommodate smaller class sizes, and it does not have enough classrooms to accommodate groups of 20 students or more. The School has identified a need for between 10 and 12 new classrooms with capacity for between 25-50 people.

The quality of teaching spaces varies across the estate. Students report that it is easier to learn in some spaces compared to others, preferring those in the Brunei Gallery and Paul Webley Wing, which enjoy better access to daylight, moveable furniture, good AV, and good lines of sight.

### Sector trends
SOAS's approach to blended learning is aligned with the sector. A growing body of research confirms that, aside from large lectures which are more likely to be delivered online, the preferred approach is face-to-face learning, on the university campus. Academics overwhelming agree that in-person contact between students and staff is valuable as a means to communicating ideas, teaching practical skills, and forming friendships and future professional networks; that larger online classes diminish the number and quality of interactions between students and with teachers; that students' expectations for an increasingly expensive university education include on-campus tuition; and that the student experience will suffer if too much teaching activity moves online.

In this context, while formal teaching spaces may require improvements to facilitate blended learning, such as lecture broadcast, video-conferencing and AV and acoustic improvements, the provision of high quality, flexible spaces for interactive in-person teaching will remain a priority.

### Challenges
SOAS aims to recruit an additional 1,000 students over a five year period, and plans to shift to become a majority (55%) postgraduate community. More students will need to be accommodated within the existing campus footprint. However, the School must address two major challenges. It lacks utilisation data, and consequently does not understand how the campus is used. A comprehensive utilisation survey is required, which will demonstrate the extent to which there is capacity in the existing estate.

The School also lacks a detailed policy for blended learning. Future space requirements will depend on the balance of on-campus and online learning, delivery modes including hybrid or asynchronous teaching (or both) and timetabling. It is beyond the scope of an Estate Strategy to define this policy.

The recommendations provided in this section should therefore be reviewed once SOAS has completed a comprehensive utilisation survey and determined an institutional approach to blended learning.

### Recommendations

These projects and policies should be adopted to ensure that suitable formal teaching spaces are provided at SOAS:

- Complete a utilisation survey of the estate, to include formal teaching spaces.

- Agree a Blended/Online Distance Learning Policy to inform space planning across the estate.

- Right-size teaching rooms to meet demand for spaces with capacity for 25-50 people. Some of this demand will be met through the creation of teaching rooms in the Brunei Gallery. Further capacity could be created on the upper floors of the Philips Building, where small rooms could be merged to create larger teaching spaces. A briefing exercise and feasibility study should be completed to establish what can be achieved and when.

- Ensure all classrooms are equipped to support blended learning.

- Invest to improve classrooms which fail to meet statutory and institutional requirements with respect to accessibility, fire safety, health and safety, ventilation, daylight and comfort.

### Impact on student experience

According to the Campus Experience Index, SOAS performs poorly with respect to an average score for other urban university campuses. Students at SOAS responded negatively to teaching rooms due to cramped spaces (typically a combination of too much furniture which is in some cases too bulky and a lack of daylight), temperature and ventilation, and lack of functional furniture.

SOAS can address these issues by auditing teaching rooms against student experience criteria to identify those needing refurbishment: spaciousness, suitable furniture, AV and lecture-recording facilities, HVAC, daylight access and furniture that enables rather than restricts pedagogy.

| | |
|---|---|
| **SOAS Score** | **49%** |
| **CEI Average urban campuses** | **63%** |

### Benchmarks

Benchmark projects include:

- Lecture Theatre Redesign, University of Leeds
- Collaborative Learning Space, University of Melbourne
- Centre Building, London School of Economics
- Faculty of Arts Building, University of Warwick

### G. Informal learning spaces

The priorities for informal learning spaces are:

1. To provide sufficient capacity to meet current and future demand. Presently SOAS is not providing enough social and informal learning spaces on campus.

2. To ensure social and informal learning spaces provide the right mix and quantum of spaces to support individual learning, group learning, socialising, and blended learning, in spaces zoned for different activities.

3. To ensure social and informal learning spaces have suitable furniture and equipment.

A group study room in the Paul Webley Wing

4. To ensure all spaces conform to statutory and institutional requirements for accessibility, fire safety, health and safety, ventilation, daylight and comfort.

Informal learning spaces support both independent, self-guided study and group study, outside of traditional timetabled sessions. They can vary considerably in terms of furniture and layout (to support different group sizes) and also vary from silent through to active collaboration/noisy environments. At SOAS these comprise only 1,095.42m² or 3.8% of the estate. This amounts to five group study rooms and a learning lab on E floor of the Library, the Learning Lounge in the Main College Building, and a learning lab, two group study rooms and two breakout areas in the Paul Webley Wing. The School has several other non-designated informal learning spaces, including the atrium at the Paul Webley Wing and the Junior Common Room in the Main College Building.

*"The booths within the learning lounge are great for group study" but "often gets very loud and busy in the middle of the day"*

Paul Webley Wing
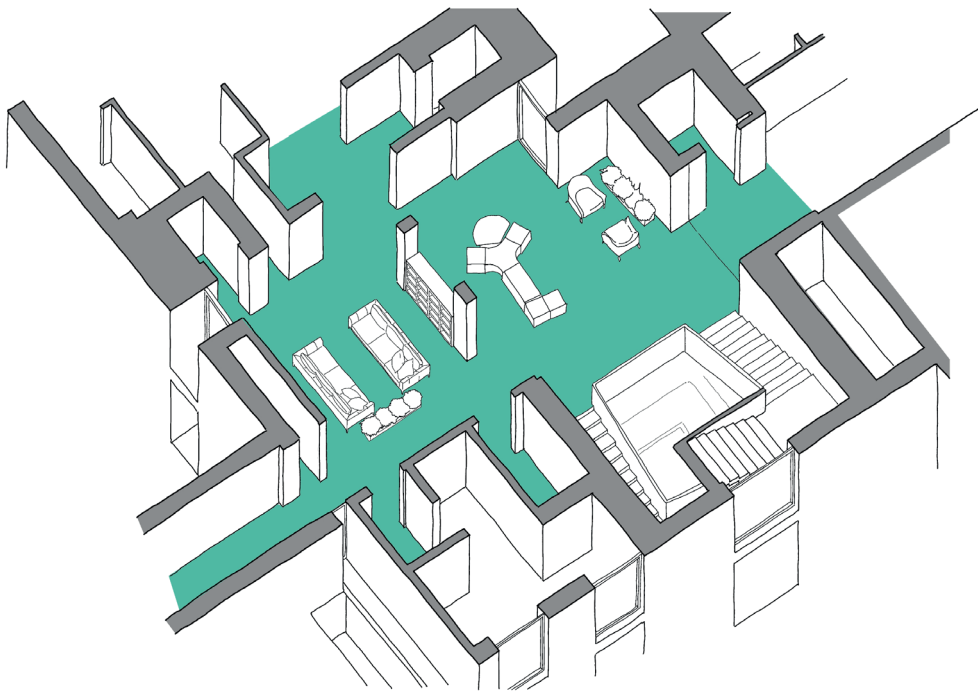
From autumn 2022, the landings on the central stair in the Main College Building will feature a range of new furniture and decorative improvements to provide informal settings for staff and students to meet and socialise.

Improvements to landing spaces in the Main College Building

## Context

Feedback from stakeholders suggests the provision of informal learning spaces is insufficient. This will be exacerbated by curriculum reforms which place a new emphasis on group work, and more hybrid teaching and learning. Between lectures, there are few spaces for students to go. Students report a need for un-programmed informal learning spaces with comfortable seats, charging points and lockers where they can socialise, work in groups and relax. The School lacks bookable spaces for individual or group study, and lacks spaces where students can attend lectures or other modes of study online.

SOAS has committed to a learning experience which encompasses multiple teaching modes including face-to-face, online and distance, blended learning and MOOCs. It requires informal learning settings to facilitate this approach to teaching.

As all students return to on-campus teaching from September 2022, demand for all types of space including informal learning spaces will increase. The improvements to the JCR and interstitial spaces in the Main College Building, which will be completed before the autumn 2022 term, will provide some new informal spaces on campus.

## Sector trends

Across the higher education sector, spaces for students to collaborate have proliferated over the last decade in informal learning spaces across university campuses including student hubs, library and other group-oriented spaces.

In 2021, a survey of UK universities conducted by Hassell for the Association of University Directors of Estates (AUDE) found that respondents anticipate after the pandemic that their institutions will require more study and social spaces, to foster campus community and facilitate new ways of learning supported by blended course delivery.

## Challenges

Staff and students at SOAS say there are not enough informal learning spaces at SOAS. However, it is difficult to quantify this demand. Measurement of social and informal learning spaces utilisation across the day to capture peak/low times will provide insight into how useful the space is in practice and inform the operational requirements.

As noted elsewhere in this strategy, SOAS lacks a detailed policy for blended learning. Future space requirements will depend on the balance of on-campus and online learning, delivery modes including hybrid or asynchronous teaching (or both) and timetabling. It is beyond the scope of an Estate Strategy to define this policy.

## Recommendations

These projects and policies should be adopted to improve the quantum and quality of informal learning spaces at SOAS:

- Increase the amount of informal learning space on campus. It should undertake feasibility studies to assess the potential and impact of converting spaces including the underutilised former refectory in the Main College Building.

- Consult with campus stakeholders to determine where and how informal learning spaces should be designed.

- Review the Paul Webley Wing atrium to provide a wider range of comfortable furniture to encourage students to use this space throughout the day for informal study, eating and socialising.

- Introduce zoned and bookable spaces to accommodate different informal learning activities, such as individual study, group work or remote learning.

*"I tend to study in the Brunei Building. There's a nice big study area with lots of windows and access to a kitchen area. This is great as it's a relaxed and modern environment. I used to study in the Student Common Room but it was always dirty and difficult to use so I swapped to the Brunei Building as it's better kept"*

- Complete a utilisation survey of the estate, including informal teaching spaces.

- Agree a Blended/Online Distance Learning Policy to inform space planning across the estate.

- Invest to improve classrooms which fail to meet statutory and institutional requirements with respect to accessibility, fire safety, health and safety, ventilation, daylight and comfort.

- Regular condition audits are required to ensure the quality and safety of informal learning spaces is upheld.

## Student experience

The Campus Experience Index survey evidenced demand from students for informal study spaces.

Commenting on existing informal spaces, students noted growing demand for areas to take online classes. The library is too quiet for this, but some of the informal spaces are too loud. There is opportunity to create more structure to the informal spaces and create a zoning system to help students choose the right space based on the task.

A range of spaces is required – while some students enjoy working in a busy, noisy environment, others prefer spaces zoned for quiet work.

The recommendations described above will help SOAS to meet its students' concerns and provide a more competitive campus environment.

| | |
|---|---|
| **SOAS Score** | **47%** |
| **CEI Average urban campuses** | **55%** |

## Benchmarks

Benchmark projects include:

- Centre Building, LSE
- Humanities Hub, University of Bristol
- Faculty of Arts, University of Warwick
- Arts Building, Trinity College Dublin
- John Henry Brookes Building, Oxford Brookes University

### H. Library

The priorities for the Library are:

1. To ensure more workspaces are provided within the Library to accommodate SOAS students and staff, plus other library users.

2. To improve access to the archive and special collections, for research, teaching and community engagement.

3. To improve the internal environment with respect to daylight, ventilation, heating and cooling and comfort.

4. To ensure the building is well maintained and safeguarded as a heritage asset.

5. To ensure all spaces conform to statutory and institutional requirements for accessibility, fire safety and health and safety.

### Context

The Library is the UK's National Research Library for the study of Asia, Africa and the Middle East. The collection comprises over 1.3 million volumes, together with a significant body of archives, manuscripts, rare books and special collections. While most of the collection is on open shelves on campus at the Philips Library, about 300,000 lesser-used

Well-lit workspaces on one of the Library terraces

items are stored in various off-site locations around London. The collection includes items representing more than 850 languages, of which 100 language collections have been digitised.

There is high demand for workspace – the library currently provides 1,100 study spaces, double what was originally designed – and during term time it welcomes as many as 4,000 visits a day. While the ratio of workspaces per student is good compared to other universities, the outsize role the library plays at SOAS and the relative dearth of alternative options for formal and informal study means that pressure on the library estate is intense.

Most of the library's study spaces comprise individual desks on floors D, C, B and A (1, Mezzanine, 2 and 3). They are of variable quality: some enjoy external views and generous natural light, while others are dark and relatively enclosed. Some of the highest quality spaces are in the two terraces, which

provide 170 desk spaces in well-lit areas at the library edges.

There is a limited number of group work spaces: five group study rooms on the ground floor and thirteen carrels for research students on the first and second floors. Four language labs on the ground floor, plus classrooms and rooms for music practice and teaching, provide teaching space which can be used informally outside timetabled hours.

There is no booking system for desks or group study spaces, meaning that library users can struggle to identify available seats.

Lack of capacity means the School is challenged to grow its collections. It also struggles to provide access to all its collections: about 300,000 volumes are uncatalogued and most of the collection is not catalogued in the languages it is written in, only in English. If the entire collection were catalogued, this would facilitate more

The central atrium in the Library

offsite storage which would make more space available in the library for other uses.

The library boasts a remarkable six linear miles of archival, photographic, cartographic, audio, manuscript and rare printed materials. These materials are presently stored onsite in the library's lower ground floor, hidden away from users until requested. Similarly, the special collections reading room is on the lower level, reducing the likelihood of new visitors knowing that this space is available.

### Challenges

The significant volume of uncatalogued material currently stored in open shelves cannot and should not be moved to offsite storage without being catalogued. This is preventing SOAS from moving seldom-used collections into storage and using the space this would release to accommodate more study spaces.

*"I like the variety of study spaces offered at the library. Each level has a certain feel to it that allows me to choose depending on my study needs."*

*"I really like the variation in spaces in the library but one thing that could definitely be improved on is available bins, toilets and working water fountains"*

*"Unless you're by the windows it's very dark. So you feel like you're trapped"*

The library building requires investment to address backlog and reactive maintenance issues, including the wholesale replacement of the heating distribution system, replacement of the ventilation system, replacement of localised AC systems, concrete spalling in the building cores and replacement of the main roof covering, as well as a number of statutory compliance matters related to fire standards and regulations that require early attention. Areas of the building do not comply with universal access requirements.

The building is Grade II* listed and SOAS is responsible to preserve its significance as a heritage asset. Any works to the building interior or exterior must be sensitive to this responsibility.

## Recommendations
The following projects and policies should be adopted to improve the library at SOAS:

- Institute a rolling programme of cataloguing to ensure the whole collection is catalogued to a high standard. This will create the flexibility required to use the building most effectively to serve the SOAS community.

- Seek to introduce more workspaces into the library, including bookable spaces for study.

- Address backlog maintenance and undertake a programme of planned preventative maintenance to improve the condition of the building and safeguard this heritage asset for future generations.

- Building on the Collections Care and Digitisation project, undertake a feasibility study to establish how the special collections can be displayed within the library and be more widely used as a teaching and research tool.

- Undertake an internal environment audit to improve lighting, heating and cooling, and ventilation within the library building.

- Undertake an accessibility audit and act on its recommendations to ensure the building is universally accessible.

- Review and improve access control and security measures, to enable after-hours and 24-hour access to the library or parts of it.

## Student experience
According to the Campus Experience Index survey, the library is the best feature of the SOAS campus. It has a variety of spaces to choose from to suit personal preference and the task at hand. Whilst some students complained about the library being full over exam periods this was not identified as a pressing issue. Students are particularly attracted to areas with ample daylight and find some areas to be too dark. Issues were raised regarding access to digital resources and the facilities for loaning/returning books.

| | |
|---|---|
| **SOAS Score** | **67%** |
| **CEI Average urban campuses** | **67%** |

## I. Postgraduate researchers' workspace

The priorities for postgraduate researchers' workspace are:

1. To review with students and staff alike the most appropriate space requirements and location on campus for the Doctoral School users.

2. To ensure all spaces conform to statutory and institutional requirements for accessibility, fire safety, health and safety, ventilation, daylight and comfort.

In 2020-21, SOAS had 318 students undertaking postgraduate research. These doctoral students have access to the Doctoral School at 53 Gordon Square, a 773.27m$^2$ building about a three-minute walk from the Main College Building. The Doctoral School contains informal study space and meeting rooms for doctoral students, plus administrative offices on its third floor and a flat on the fourth. Doctoral students additionally have access to a 91m$^2$ computer room and a large common room on the second floor of the Main College Building.

### Context
Doctoral students at SOAS have different needs over the course of their degrees. In year one, most students do not need their own spaces. In year two, most are conducting fieldwork away from campus. In year three, they are likely to need smaller, quiet spaces for focused work. The Doctoral School provides some of the flexibility required to accommodate these different space needs, but there is scope for improvement.

There are differing opinions among the SOAS community as to the suitability of the Doctoral School building. Some claim that students feel isolated and removed from their departments, while students enjoy the autonomy and slight separation from the rest of the campus.

### Sector trends
Postgraduate research students are often poorly understood – this is a cohort of students with complex space requirements depending on their discipline, research methods, relationships with supervisors, and how far they have progressed through their postgraduate qualification. Physical spaces allocated to PhD students are often suboptimal and not designed to maximise comfort or productivity.

In this context, community management is paramount. As a recent study published by AUDE notes, 'PhDs should not just be allocated to a desk without more consideration to their surrounding professional ecosystems'. Providing research students with dedicated spaces amongst academic offices and other departmental spaces would make a significant impact.

Research students generally want to be in relative proximity to their supervisor and colleagues, as that is how they build a network taking them to their next publication, project or position. A study of 64 Australian PhD students completed in 2016 found that:

- PhD students consider the campus as a workspace, somewhere to structure their time and enable productive research;

- Having a 'home' at the university distinguishes them from other students, elevates their place in the academic hierarchy and helps motivation;

- If PhD students are located separately from faculty it diminishes their feeling of importance; and

- Being around, and visible to, others helps build networks and collaborations, important to research and providing skills for the future.

Space allocated to PGR students often has low reported utilisation. This may be because the spaces are not fit for purpose. Students prefer to have a permanently allocated space rather than shared desks. Allowing research students to access different spaces during the course of their qualifications is one way to manage low utilisation. A high-ranking Humanities faculty at an Australian university demonstrates this approach in practice. At the start of their research degrees, student are in open plan shared space with others; at the end they are in a quiet private office with one other researcher as they write up their findings. As academic workforces transition to hybrid work, this will open opportunities to access unused offices for such models.

## Challenges

53 Gordon Square is an inflexible listed building that does not lend itself to renovation and redevelopment. The building does not presently comply with accessibility standards and interventions to meet this standard will be costly and challenging.

Stakeholders at SOAS report differing opinions on the allocation of space at 53 Gordon Square to the Doctoral School. A more detailed understanding of the needs and drivers of the postgraduate student community would provide further evidence to justify the integration of research students into the main campus and would inform the development of a brief for space for these students.

## Recommendations

The following projects and policies should be adopted to manage postgraduate researchers' workspace at SOAS:

- Review demand for postgraduate researchers' workspace, complete a utilisation study for existing space, and evaluate how well it is meeting PGR students' needs.

- Review through dialogue with the users the most appropriate location for Doctoral student study facilities across campus, and the degree to which 53 Gordon Square satisfies this requirement.

- Complete a briefing exercise to establish space needs associated with this move.

## Benchmarks

Benchmark projects include:

- Humanities Hub, University of Bristol
- Senate House, University of Bristol

## J. Academic staff workspace

The priorities for academic staff workspace are:

1. To provide workspace for academics which meets their needs and expectations whilst using the estate efficiently and effectively.

2. To ensure academic workspaces are suitable for delivery of blended learning.

3. To provide workspaces which academics want to use, and which are accessible and approachable to SOAS students.

4. To ensure academic workspaces conform to statutory and institutional requirements for accessibility, fire safety, health and safety, ventilation, daylight and comfort.

Academic offices occupy about 15% of the SOAS estate, occupying 4,327.58m$^2$. Most staff have their own office, with a smaller number sharing with colleagues. Offices are concentrated in the Philips Building (2,405m$^2$) and the Main College Building (1,095m$^2$), with smaller clusters in the Paul Webley Wing (468m$^2$) and the Brunei Building (350m$^2$).

### Context
SOAS provides most academics with their own office, which staff value as quiet, private workspaces where they can work, focus, and meet students. Offices also provide storage for books, files, and other equipment. The School does not monitor how well utilised these spaces are, and there is a perception that this allocation of space is inefficient because staff infrequently work from their offices. The School has no defined policy for academic office workspace provision.

In 2022, SOAS introduced a new academic structure organised around three Colleges, which bring together new clusters of disciplines, departments and academics to support the delivery of the SOAS Strategic Plan. There is opportunity to create new academic workspaces which align with the College structure.

### Sector trends
Utilisation of academic office space is a challenging issue for universities, compounded by funding and space pressures on campus. A recent survey of 571 academics from over 50 universities in the UK, US, Australia and Singapore found that most academics work from a private office, varying from a low of 55% in the UK to a high of 83% in the US (the UK was well represented, supplying 31% or 177 of the participants). Of the remaining 45% of academics in the UK, 24% worked from shared private offices and 16% from a desk in an open plan environment.

In another recent study conducted by AUDE, 185 UK institutions were asked about the future of hybrid working. They were asked if and to what extent pre-pandemic space allocation policies would apply to post-pandemic working. Of the 54 institutions that completed the survey in full, 81% believed that policies governing academic workspace would either need adapting with some adjustments, or will require wholesale review and change. The most appropriate allocation of space to academic staff is being debated across the sector.

There is no accepted model for the allocation of academic office space. It cannot be determined by a one-size-fits-all approach across the sector, and each

institution will need to balance differing inputs to determine what policy should be adopted.

The approach taken in the Faculty of Arts building at the University of Warwick offers an innovative solution to the planning and provision of efficient academic workspace which is functional and pleasant to work in. The building organises academic offices into several 'neighbourhoods', which comprise a mix of cellular, shared and open workspaces organised around a central open 'academic studio' which contains reading room tables for meeting and working.

This model could be adopted to accommodate the three new academic schools at SOAS. Further work is required to determine the approach most suited to the School's needs, informed by the spaces that are available and the scope to change them, the type of work being undertaken, and policies governing hybrid working.

### Challenges
SOAS has no hybrid working policy for academic staff. This will set expectations for time spent on campus, and how this relates to the allocation of space to academic staff. This will in turn have implications related to team cohesion, meeting policies, schedules and teaching blocks, which will all influence space use. Recommendations based on sector trends are provided in this estate strategy, but further work is required beyond the scope of this exercise to define policy specific to SOAS's needs.

### Recommendations
The following projects and policies should be adopted to manage academic workspace at SOAS:

- Measure utilisation of existing academic workspaces to determine demand.

- Develop a hybrid working policy for academic staff.

- Investigate the alignment of academic workspaces with the new academic College structure adopted in 2022.

### Benchmarks

Benchmark projects include:

- Faculty of Arts Building, University of Warwick
- Centre Building, LSE
- Grosvenor East Building, Manchester Metropolitan University

### K. Professional staff workspace

The priorities for professional staff workspace are:

1. To provide workspace for all professional staff which meets their needs and expectations whilst using the estate efficiently and effectively.

2. To ensure professional staff workspaces facilitate hybrid working.

3. To ensure professional staff workspaces conform to statutory and institutional requirements for accessibility, fire safety, health and safety, ventilation, daylight and comfort.

Offices for professional staff comprise about 13.5% of the SOAS estate, occupying 3,863.51m$^2$. These are mostly shared offices with a small number of individual offices, the

majority being in the Main College Building (1,442m$^2$), the Paul Webley Wing (808m$^2$) and the Philips Building (730m$^2$).

## Context

In the year ended July 2021, SOAS had 462 non-academic staff, about 70 fewer staff than in the previous two years. This reduction in staff followed the completion of a restructuring programme required to put the School on a sound financial footing. The result is the need to accommodate fewer members of staff. However, during the same period SOAS sold its leasehold interest in 21-24 Russell Square. These buildings were used to accommodate professional staff and their sale required the redistribution of offices across the estate.

Now, the School is renting office accommodation for professional staff adjacent to its campus at Senate House - South Block.

Together, these circumstances highlight the need and opportunity to re-evaluate the provision of professional office space at SOAS, in light of the School's support for a hybrid working model and best practice in the sector. Professional staff are distributed across every building and there may be opportunities to rationalise the location of staff by discipline or space use, including to exit rented office accommodation in the medium term.

## Sector trends

Universities and other higher education institutions are re-evaluating the provision of space and facilities to professional staff in response to changing attitudes to working and the lessons learned during the covid-19 pandemic.

According to a study published by AUDE in September 2021, which evaluated contributions from 58 UK HEIs, before covid-19 the most common working environment for non-academic staff was an assigned desk in an open plan space: 57% of respondents indicated that between 40% and 100% of their non-academic staff working from an assigned desk in open plan space, while 74% of respondents indicated that only up to 20% of the non-academic staff worked from an individual office.

As countries have come out of lockdown, universities have been experimenting with new approaches to how their workforce will operate – many have alighted on a blended work concept whereby employees split their time between home and office. The sector expectation is that professional staff will work from home more of the time, and have more collaborative and shared workspaces akin to the commercial sector.

Open plan workspaces will remain central to this model, but further consideration is required to provide a working environment which helps staff work productively in a comfortable environment and makes efficient use of space. The workplace will need to provide the technology required to enable collaboration between on-site and remote workers. Space booking systems and tools to monitor utilisation will be required to inform space planning. More informal collaboration space, more lockers and storage, and more meeting rooms will be required.

There is no one-size-fits-all approach to the allocation of space, such as the ratio of desk spaces to the number of staff. This should be determined to meet the School's specific needs and be informed by a bespoke hybrid working policy.

## Challenges

SOAS has no hybrid working policy for professional staff. This will establish

expectations with respect to time spent on campus, and how this relates to the allocation of space to professional staff. As with academic staff, this will in turn have implications related to team cohesion, meeting policies, schedules, teaching blocks, which will all influence space use.

Further work is required beyond the scope of this exercise to define policy specific to SOAS's needs. While sector trends can demonstrate what is being achieved elsewhere, there is no single benchmark for the allocation of space. Policies to govern the provision and make-up of professional staff workspace should be determined specific to SOAS, at a departmental level and informed by utilisation data and a hybrid working policy.

### Recommendations
The following projects and policies should be adopted:

- Measure utilisation of existing professional workspaces to determine demand.

- Develop a hybrid working policy for professional staff which will inform what types and how much space is required on campus.

- Exit leased professional staff accommodation in the medium term, and reallocate space within the estate for staff displaced by this policy.

### Benchmarks

Benchmark projects include:

- Department W, Queen Mary University of London
- Global Change Institute, University of Queensland

## Summary: space use

SOAS needs its campus to function with efficiency and agility in service of its complex teaching, learning and research requirements across many languages, subjects and disciplines.

This analysis of space use across the estate has shown there are numerous opportunities to improve the campus to support specific functions, make more efficient use of the School's resources, and improve the campus experience for students, staff and visitors alike. Together, this will unlock capacity across the SOAS estate to accommodate existing and planned activity during the Estate Strategy period without any additional floor area or new building.

## Campus experience

The following categories reflect how the campus is used and experienced by staff, students and visitors:

L.  Campus community and belonging
M.  Food and beverage
N.  Wayfinding
O.  Safety
P.  Toilets

Again, sector trends and student experience are referenced where relevant, including the Campus Experience Index scores for SOAS and a benchmark score for comparable urban universities.

### L. Campus community and belonging

The priorities for campus community are:

1.  To improve the campus experience for students, staff and visitors through inclusive planning which meets the needs of campus users.

2.  To promote student and staff engagement through campus planning to strengthen the campus community.

3.  To bring all areas of the estate up to a minimum standard, to ensure a parity of experience for all campus users.

### Context

Campus communities worldwide have suffered from campus closures and other covid-related restrictions. As the sector returns to in-person teaching and research there is a renewed opportunity at SOAS to foster interconnection and community. However, SOAS at present does not have a 'sticky' campus – there are few non-academic spaces or facilities for students to use. Between March 2020 and September 2022, for example, there was little or no hot food provision on campus.

As the results of SOAS's recent condition survey make clear, there is a wide disparity of experience across the

> "*I like the SU a lot, but it often does not have enough room, or the foyer of the Brunei Gallery. I would just like to see more relaxed spaces that are designed for students.*"

> "*The online classes made me not go to SOAS at all. In the library we can't make noise, but at Paul Webley there are not enough space to charge my computer. I have not felt part of the SOAS community at all since I got to London.*"

The entrance to the Students' Union in the Main College Building

campus: students using facilities in the Paul Webley Wing have a dramatically different experience compared with those based in the Philips Building. All campus users should have equal access to spaces which meet their requirements and accord with the SOAS brand.

SOAS has a high proportion of commuter students, which makes building campus community more challenging. Suitable touchdown spaces, including lockers, showers, charge points, and areas to prepare and eat food, can help students in this group.

### Sector trends

Campus planning and design has an important role to play in establishing a strong campus community, which can affect student and staff outcomes including academic performance, health and wellbeing, retention, and rankings metrics. Universities are investing to provide physical environments and services that deliver excellent student and staff experience by

> *"I love to socialise in the student union. It could be improved by getting new chairs as the sofas are stained and ripped."*

providing spaces that meet users' needs, are pleasant to be in, and provide a consistent high level of quality across the estate. This includes the provision of comfortable, flexible workspaces, informal study spaces and social areas, which encourage campus users to stay on-site outside of formal academic sessions.

Creating opportunities to integrate spaces for informal study, socialising and refreshment is often prioritised. Space ownership, in an accessible and welcoming environment, helps to foster a sense of community on campus.

## Challenges

Since 2020 SOAS has been through a period of extreme change and stress, with the entire School required to adapt to home working, remote learning, and the associated detriment to the campus community. Students and staff will need to change their attitude to the campus once more, as they return to on-campus teaching and learning after a long period of disengagement from the campus.

Similarly, changes to how SOAS functions – blended learning, hybrid working and curriculum change – will bring new challenges with respect to how the campus is used and perceived.

Changing student expectations will also influence how campus community is felt. Fee-paying students with inflation-linked debt will have higher expectations and seek value for money from SOAS.

## Recommendations

SOAS will undertake the following projects and policies to improve campus community:

- Provide suitable facilities to foster campus community, including sufficient informal workspaces, social spaces, and facilities for commuter students including lockers, showers, charge points, food preparation areas, and bicycle storage.

- Engage with the student community, including the Student Union, to improve the campus community through estate projects.

- The Estate team will work alongside the Student Experience, Engagement and Retention team at SOAS, and align with the principles set out in its Student Engagement Policy.

- SOAS is committed to equal access across the estate and will undertake a programme of remedial works where needed to ensure equal access.

## Student experience

The pandemic and the shift to online learning has been detrimental to the sense of belonging and community. Other campuses in the CEI are beginning to recover, but this was not as evident for SOAS. The belonging score is the lowest across all campuses in the CEI. Students are finding it hard to connect with others due to limited face to face time. Students are spending less time on campus and would like more social events and spaces to socialise. Such spaces can help create a more attractive environment than home. Food, eating areas, social spots, water fountains, kitchenettes, comfortable furniture and programmed regular events will all help to re-create student life and an active campus.

| SOAS Score | 28% |
|---|---|
| CEI Average urban campuses | 45% |

## Benchmarks

Benchmark projects include:

- Centre Building, LSE
- Humanities Hub, University of Bristol
- Senate House, University of Bristol
- Arts Building, Trinity College Dublin
- John Henry Brookes Building, Oxford Brookes University

## M. Food and beverage

The priorities for food and beverage provision at SOAS are:

- To provide fresh, hot and cold food and beverage options to students and staff which meets the needs and expectations of the campus community.

- To provide food and beverage which is affordable for students and staff, and financially sustainable for SOAS to provide.

### Context
After a period without any provision of hot food on campus, SOAS is in the process of reinstituting a regular food service in the refectory at the Paul Webley Wing. This process is informed by a student survey conducted in March. Consultation with stakeholders in both the staff and student communities noted a requirement for good, affordable food on campus. Of the survey's 675 respondents, 87% indicated they would eat on campus at least once a week, 25% would eat daily and 36% twice a week. The survey identified preferences for style of cooking and cuisine, and should bring about a new food and beverage offer which meets students' needs and expectations.

The Paul Webley Wing will open to serve hot food on campus in the 2022 autumn term.

### Recommendations
SOAS will continue to engage with students and staff following the relaunch of the Paul Webley Wing refectory to refine the food and beverage offer and ensure it meets the needs and expectations of the campus community.

*"It was hard at the beginning because all we were provided was the room number which we had no idea how it worked, but when you get used to it works out fine."*

## N. Wayfinding

The priorities for wayfinding at SOAS are:

1. To ensure wayfinding is consistent and legible across the SOAS campus.

2. To ensure campus wayfinding is actively maintained to be consistent over the long term.

### Context
Wayfinding at SOAS encompasses building, floor and room names and numbers, signage, maps, space branding and digital information. The campus is small and compact but wayfinding can be confusing. Different signage formats proliferate and different styles are layered on top of each other. Students and staff can find it difficult to navigate the campus.

### Challenges
Campus branding at SOAS is established through architecture, branding (colour, typography, iconography) and signage, as well as verbal directions and other cues provided by campus users. The current wayfinding experience is inconsistent,

a problem that is exacerbated by the requirements associated with works to listed buildings. A Heritage Partnership Agreement with Camden Council could be used to streamline wayfinding improvements by pre-approving certain works and removing the need for listed building consent in all circumstances.

SOAS does not own the public realm which frames its buildings. It is therefore more challenging to brand the external space as belonging to SOAS.

### Recommendations

These projects and policies should be adopted to improve wayfinding at SOAS:

- Develop and implement a wayfinding strategy across its estate to deliver a consistent and legible wayfinding experience.

- Work with the University of London and Camden Council on a strategy to brand the public realm associated with SOAS.

- Work with Camden Council to agree a Heritage Partnership Agreement to include provision for wayfinding projects in listed buildings.

### Student experience

The wayfinding score was on average with the CEI. SOAS is a small campus and the wayfinding experience could be improved. The naming protocols use for buildings and rooms is confusing, and students have trouble locating rooms. Some of the signs around the campus do not point students in the right direction. This is particularly problematic for first years, or those that have been off campus for some time, and it will influence what spaces they feel comfortable accessing and using.

*"I feel like I'm missing or not aware of the amount of study space available in campus. Therefore, the study space should be exposed around campus or on My SOAS so students can take advantages of all the study spaces."*

The implementation of a wayfinding strategy to address the problems on campus will result in an improved student experience which will surpass the sector average.

| | |
|---|---|
| **SOAS Score** | **68%** |
| **CEI Average urban campuses** | **67%** |

### O. Safety

The priorities for campus safety at SOAS are:

1. To create and maintain a safe, welcoming environment at SOAS for the entire campus community.

2. To ensure the personal safety of individuals on campus, and protect premises and physical assets on the estate.

3. To reduce security incidents and minimise risk on campus.

> "*Because we are surrounded by multiple universities and it is always packed with students and people I feel safe. I have also seen police walking in the Russel square gardens which adds to the safety.*"

> "*When there are protests I don't feel as safe*"

> "*The constant security checking identity cards feels very surveilled, as if I'm not allowed to walk into the space that I pay so much for to be in.*"

## Context

SOAS is based in central London and requires a security presence to keep its campus users safe and to protect the School's assets and facilities, not least its library collection.

Renovations to the entrance to the Main College Building will improve the interface between campus security personnel and campus users, including new access control measures.

## Challenges

The student community has reported concerns due to the perceived over-securitisation of the campus, involving a highly visible campus security team and stringent access control. This has a negative impact on feelings of campus community and belonging.

## Recommendations

The following projects and policies shall be adopted to improve campus safety at SOAS:

- Consider student and staff sentiment in the planning of campus safety measures such as access control, visitor and staff greeting, building opening hours, and crime deterrence.

- Ensure estate projects relevant to campus safety and security are aligned with relevant policies including the CCTV policy, Code of Practice for the Booking and Conduct of Events Held on School Premises, Health and Safety Policy, Safeguarding Policy, Risk Management Policy, Policy on Student Occupations and the SOAS Dignity and Respect Policy.

## Student experience

Given the small nature of the campus the safety score revealed by the Campus Experience Index survey was surprising. Whilst visible security presence typically helps students feel safer, for SOAS this seems to be having the opposite effect. There were a large number of comments around how intimidating over-securitisation is. The tap-in systems and physical checking of IDs also seems inefficient to students in comparison to systems at other universities. There were also some issues raised with night-lighting, mainly when students are leaving or entering the campus in the evening.

| SOAS Score | 77% |
|---|---|
| CEI Average urban campuses | 85% |

## P. Toilets

The priorities for toilets at SOAS are:

1. To ensure toilets are maintained to an acceptable standard across the estate.

2. To ensure toilets are accessible and inclusive for all campus users.

## Context

A common complaint across the stakeholder group was the poor quality of toilets at SOAS, with issues including poor cleanliness and lack of maintenance. There is evident opportunity to modernise and better equip these facilities better to serve the SOAS community. This extends to accessibility and inclusivity.

## Recommendations

SOAS will adopt the following projects and policies to improve toilets on campus:

- Undertake a comprehensive survey of all toilet facilities across campus to understand matters of location, condition and utilisation.

- Consult with students and staff on to seek opinions on gender-specific and gender-neutral facility requirements and preferences for toilet provision across campus.

- Improve how toilets are maintained and cleaned to ensure a minimum acceptable standard is provided at all times.

## Student experience

Toilets in the Main College Building attracted the most negative commentary (particularly those on the ground floor). The cleanliness of toilets was the principal issue, also issues with flushing and broken locks were raised. Finding toilets can be an issue (there may be some old signage pointing students in the wrong direction). Access to toilets can influence where students decide to spend time, especially if they plan on studying on campus for the day. Some study areas are not located near to toilets.

| SOAS Score | 43% |
|---|---|

## Summary: campus experience

A positive student experience is necessary for SOAS to maintain and enhance its reputation and performance, domestically and internationally. Within the SOAS strategy, 'Reimagining SOAS for the 21st century', delivering an excellent student experience is required under Pillar 1: Student Responsiveness.

However, according to the Campus Experience Index survey completed in May 2022, SOAS is underperforming against a benchmark of other institutions with urban campuses, in almost every category that students were asked about.

**SOAS CEI against other urban campuses**



CEI Urban campuses — SOAS
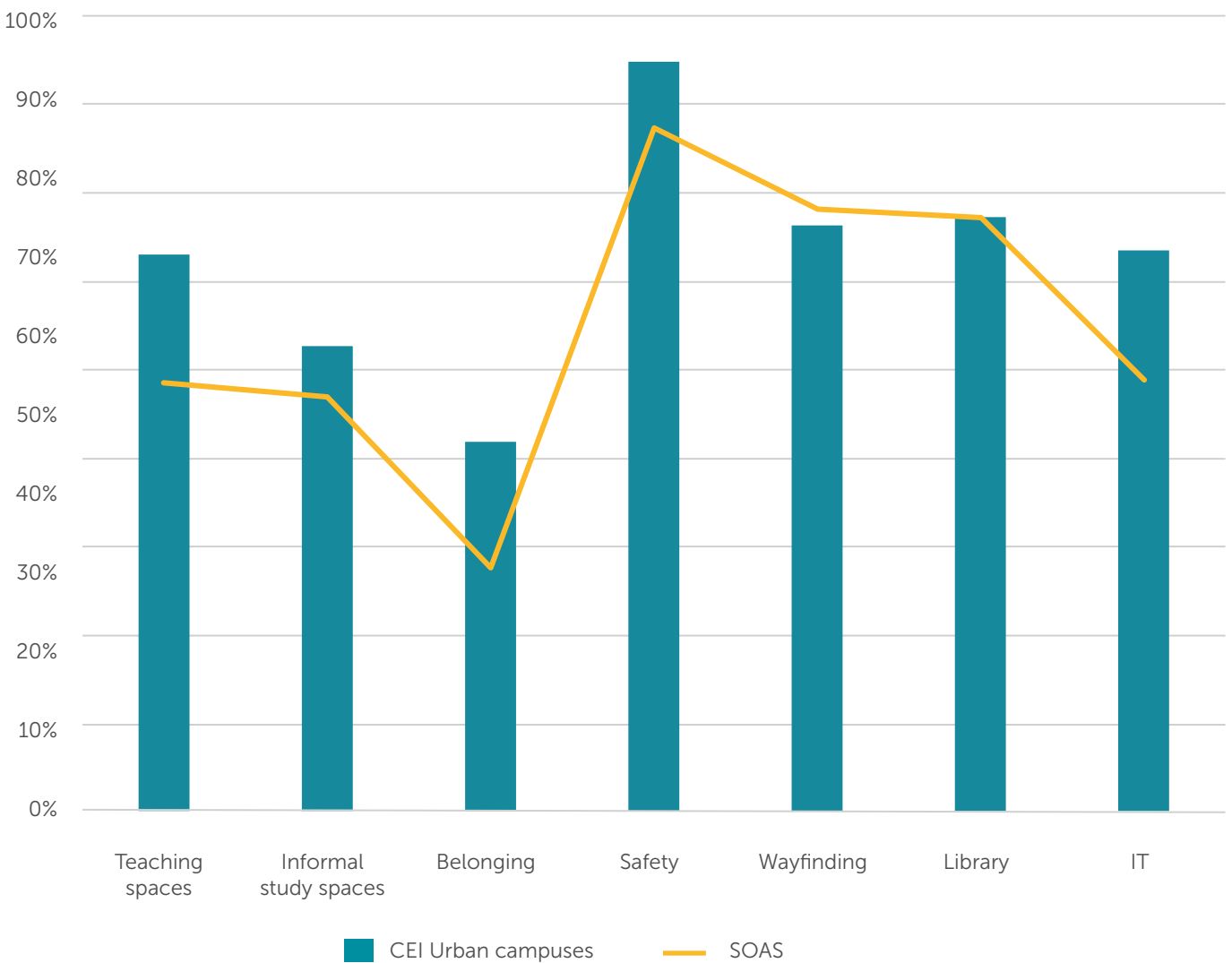
The following projects are recommended during the Estate Strategy period to improve the campus experience.

| | |
|---|---|
| **Teaching and study spaces** | Audit teaching rooms against student experience criteria to identify those for refurbishment. The criteria are:<br>• Spaciousness<br>• Suitable furniture<br>• AV and lecture recording facilities<br>• Screens – access and visibility<br>• Availability of charging points<br>• Easy viewing from every seat<br>• HVAC<br>• Daylight access (for tutorial rooms)<br>• Furniture that enables rather than restricts pedagogy<br>• Finish that aligns with the SOAS brand |
| | Refurbish Djam Lecture Theatre – consistently identified as the poorest performing large teaching space. |
| | Conduct a lighting audit across internal spaces and replace any lighting below standard. Poor lighting was raised as a key issue for students (both daylight access and internal lighting levels).<br><br>Create more structure to the informal study areas, which will include some furniture replacements. Use a zoning system to better define informal study and social areas:<br><br>1 – Quiet, focused work<br>2 – Alone together, some group work, but not too loud<br>3 – Louder group work, collaboration and online study areas<br>4 – Social spaces, group work, eating etc |
| | Audit power points, especially in informal study areas, and ensure they are working. Replace or install new points (device charging and power points). |
| | Create booths or carrells for online study (where students can participate alone or in groups with friends). |
| | Consider a system to allow students to access empty classrooms for study (especially for online class participation). This will require digital signage or a web page showing what rooms are free and for how long. |

| | |
|---|---|
| **Security and wayfinding** | Install digital ID check systems rather than security patrols checking IDs. |
| | Review night-lighting areas raised by students to determine if any are within the university's control. |
| | Reviewing building and room naming protocols across internal systems, timetabling, maps, and signage to ensure consistency. |
| | Consider a system such as Maze Maps for easy navigation, or increase physical/digital signage. |
| | Provide tours (online or physical) introducing students to different spaces they can access. |
| **Community, belonging and social experience** | Identify 2-3 spaces to refurbish as social areas, with comfortable furniture, bean bags, functional kitchen area and indoor/outdoor seating. Liaise with SU to identify such spaces, and plan for storage needs for clubs/societies. |
| | Identify a suitable area for fitness activities and events. |
| | Consider locations for events that will not overlap with study areas. |
| **IT** | Address WIFI connectivity issues for Eduroam |
| **Toilets** | Undertake comprehensive review of toilet provision across campus including consultation with users in order to create a toilet estate that reflects the diversity of our staff, students and visitors. |
| | Refurbish ground floor toilets in the Main College Building. |
| | Review cleaning protocols for all toilets. |
| | Consider installation of additional toilets around main study zones. |

# 6. Implementation

The pace of delivery of the Estate Strategy will have a significant impact on the realisation of the vision for the SOAS campus. It is important to be progressive to deliver meaningful change to campus users, most particularly students who only tend to experience the campus for three or four years.

However, the implementation of this Estate Strategy will be subject to affordability (in terms of both capital and recurrent costs), academic priority and necessity, and the practicality of each project at the time it is considered.

This section puts forward a suggested programme for the delivery of the Estate Strategy, together with anticipated costs. This is followed by two 'test fit' projects:

1. Interventions of varying degree to the Philips Building, to increase capacity in the library while improving the quality of that space, and to create staff offices and associated facilities which are suited to hybrid and remote working.

2. Redevelopment works to part of the basement of the Main College Building to provide hybrid workspace, increasing capacity for staff on campus.

## Programme

### Year 1

#### Asset management

- Determine a prioritised programme of works to improve and maintain building condition across the estate.

- Complete improvements to fire safety in the Phillips Library.

- Plan and launch a programme of fire safety improvements in the Main College Building, Brunei Gallery, Paul Webley Wing and 53 Gordon Square.

- Audit the estate with respect to universal access and launch a programme of remedial works across the campus.

- Audit the estate with respect to ventilation, daylight and comfort, and plan a programme of works to improve the estate where necessary.

- Publish a new Carbon Net Zero Strategy which will inform all estate decision.

- Secure a Heritage Partnership Agreement with Camden Council and Historic England.

- Complete a campus-wide utilisation survey in Autumn 2022.

- Develop timetabling and space use policies for teaching rooms, informal learning areas, academic offices and professional staff offices.

#### Space use

- Agree a Blended Learning Policy to inform space planning across the estate.

- Using the Blended Learning Policy, ensure all teaching rooms are suitably equipped for blended learning.

- Introduce a room booking system to improve the efficient utilisation of the estate.

- Undertake a briefing exercise and feasibility study for a programme to right-size teaching rooms across the estate which will be delivered incrementally over the five-year period of this Estate Strategy.

- Complete the conversion of offices to teaching room in the Brunei Gallery.

- Complete a briefing exercise and feasibility study for the conversion of the former refectory in the Main College Building to informal learning space.

- Introduce a wider range of furniture to the Paul Webley Wing, to encourage students to use this space throughout the day for informal study, eating and socialising.

- Fund a rolling programme of cataloguing of the Library collection.

- Develop a brief and architectural concept to introduce more workspaces in the Library.

- Consult with the SOAS community on the future requirements and locational preference for the Doctoral School.

- Agree a hybrid working policy for academic staff which will inform space planning.

- Agree a hybrid working policy for professional staff which will inform space planning.

- Launch a rolling programme of improvements to all staff workspaces to ensure they are equipped for blended learning and hybrid working.

## Campus community

- Plan and begin to deliver facilities to foster campus community including sufficient informal workspaces, social spaces, and facilities for commuter students including lockers, showers, charge points, food preparation areas, and bicycle storage. Engage with the student community including the Student Union as part of this process.

- Launch hot food catering in the Paul Webley Wing refectory in Autumn 2022.

- Complete the renovation of the entrance, Student Union bar, JCR, SRR and interstitial spaces in the Main College Building.

- Agree a Wayfinding Strategy for its estate.

- Implement an improved maintenance and cleaning programme for toilets.

- Undertake full review of toilet provision across campus including consultation with users.

- Review toilet accessibility and make improvements where necessary.

## Years 2 and 3

### Asset management

- Continue to implement works across the estate to ensure it meets fire safety standards

- Continue to implement works across the estate to ensure it meets accessibility requirements.

- Continue to implement works across the estate to ensure it meets daylight, ventilation and comfort standards.

- Undertake regular condition audits to ensure the quality and safety of spaces is upheld.

### Space use

- Complete the project to deliver more 25-50 capacity classrooms within the estate.

- Convert the former refectory space under the Main College Building to informal learning space, dependent on the result of the feasibility study.

- Plan and begin to implement improvements to the Library including access to and use of Special Collections, building services and HVAC, cataloguing and future strategy for onsite book storage, accessibility, access to daylight, and provision and type of workspaces.

- Create new workspaces in the Library informed by the feasibility study completed in Year 1.

- Pending the result of the consultation on the future location of the Doctoral School, plan and deliver spaces on campus to accommodate Doctoral School students.

- Plan and deliver academic workspaces which are aligned with the Hybrid Working Policy.

- Plan and deliver professional workspaces which are aligned with the Hybrid Working Policy.

- Exit leased professional staff offices, moving staff into reallocated space within the existing estate.

### Campus community

- Implement the Wayfinding Strategy across the estate.

- Building on the success of the renovation of the Main College Building, SOAS will extend a programme of 'look and feel' improvements across the estate.

### Years 4 and onwards

By this stage of the project SOAS will have instituted a slate of new works which will ensure the estate is well-maintained, aligned with the expectations and needs of campus users, and enables the delivery of the School's sustainability commitments.

In addition to this rolling programme of campus improvements and reviews to way of working, the School will also:

- Support the delivery of a longer-term project to improve the quality and performance of the Philips Library.

- Continue to plan and deliver workspaces and other facilities for academic staff, professional staff and Doctoral Students.

### Review

This Estate Strategy shall be reviewed on a regular basis and revised as necessary. A formal review should be undertaken during Year 2, with a full and rigorous review of the strategy to be undertaken at Year 5.

The implementation of this Estate Strategy will proceed as indicated below. Projects will be subject to the affordability (both in terms of capital and recurrent costs), academic priority and necessity, and the practicality of each project as it arises. All projects will be subject to the standard procedures for approval.

| Project | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|
| Define programme of building maintenance works | ▓ | | | | |
| Implement building maintenance works | | ▓ | ▓ | ▓ | ▓ |
| Complete fire safety works to Philips Library | ▓ | | | | |
| Complete fire safety works for rest of campus | | ▓ | ▓ | | |
| Access audit of all estate | ▓ | | | | |
| Implement remedial access works across estate | | ▓ | ▓ | ▓ | |
| Space quality audit of all estate | ▓ | | | | |
| Implement remedial space quality works across estate | | ▓ | ▓ | ▓ | ▓ |
| Utilisation survey | ▓ | | | | |
| Agree Blended/Online Distance Learning policy and audit teaching space needs | ▓ | | | | |
| Agree Hybrid Working policy and audit office requirements | ▓ | | | | |
| Office space renovation following workspace audit | | ▓ | ▓ | ▓ | |
| Complete teaching rooms in Brunei Gallery | ▓ | | | | |
| Complete 25-50 person teaching rooms project | | ▓ | ▓ | | |
| Programme of works following teaching needs audit | | ▓ | ▓ | | |
| Improvements to PWW Refectory | ▓ | | | | |
| Begin rolling programme of library cataloguing | ▓ | ▓ | ▓ | ▓ | ▓ |
| Consult on future location for Doctoral School | ▓ | | | | |
| New accommodation for Doctoral School pending consultation | | ▓ | ▓ | ▓ | |
| Complete renovation works to Main College Building | ▓ | | | | |
| Define a Wayfinding Strategy and implement | ▓ | ▓ | | | |
| Convert Main College Building refectory to informal learning space | | ▓ | ▓ | | |
| Library feasibility study to increase capacity | ▓ | | | | |
| Library improvements inc. special collections display | | ▓ | ▓ | ▓ | ▓ |

# Intervention in the Philips Building - test fit

## Option 1 - increase library capacity, introduce natural light and provide new teaching rooms

The Philips Library is a remarkable building in terms both of its architecture, it is a classic example of Sir Denys Lasdun's brutalist idiom, and the collections it holds. Completed in 1973, the building has been at the heart of SOAS for nearly fifty years. This project identifies small opportunities for change which respect the status and significance of the Grade II-listed buildings while making material improvements to the quality of spaces within the building.

The section drawings opposite indicates two areas where rooms could be combined to create additional teaching rooms and study carrels. The latter would also introduce natural light deep into the heart of the library, improving the quality of this space and responding to feedback from students and other library users. The result would be 54 additional study spaces in the Library and two new teaching rooms with capacity for 25 people each.

## Benefits

- 54 new study spaces in the Library (area converted: 241m2)
- Better lighting quality in the Library atrium
- Two new 25x capacity teaching rooms, aligned with SOAS's new curriculum model (area converted: 245m2)
- Targeted projects to address concerns raised by the student body and improve the campus experience

## Cost estimate

- Construction cost: £1,000k
- Fees: £150k
- Other allowances: £500k
- Total: £1,650k

Figures are rounded. An initial cost model is provided at **Appendix 4**.
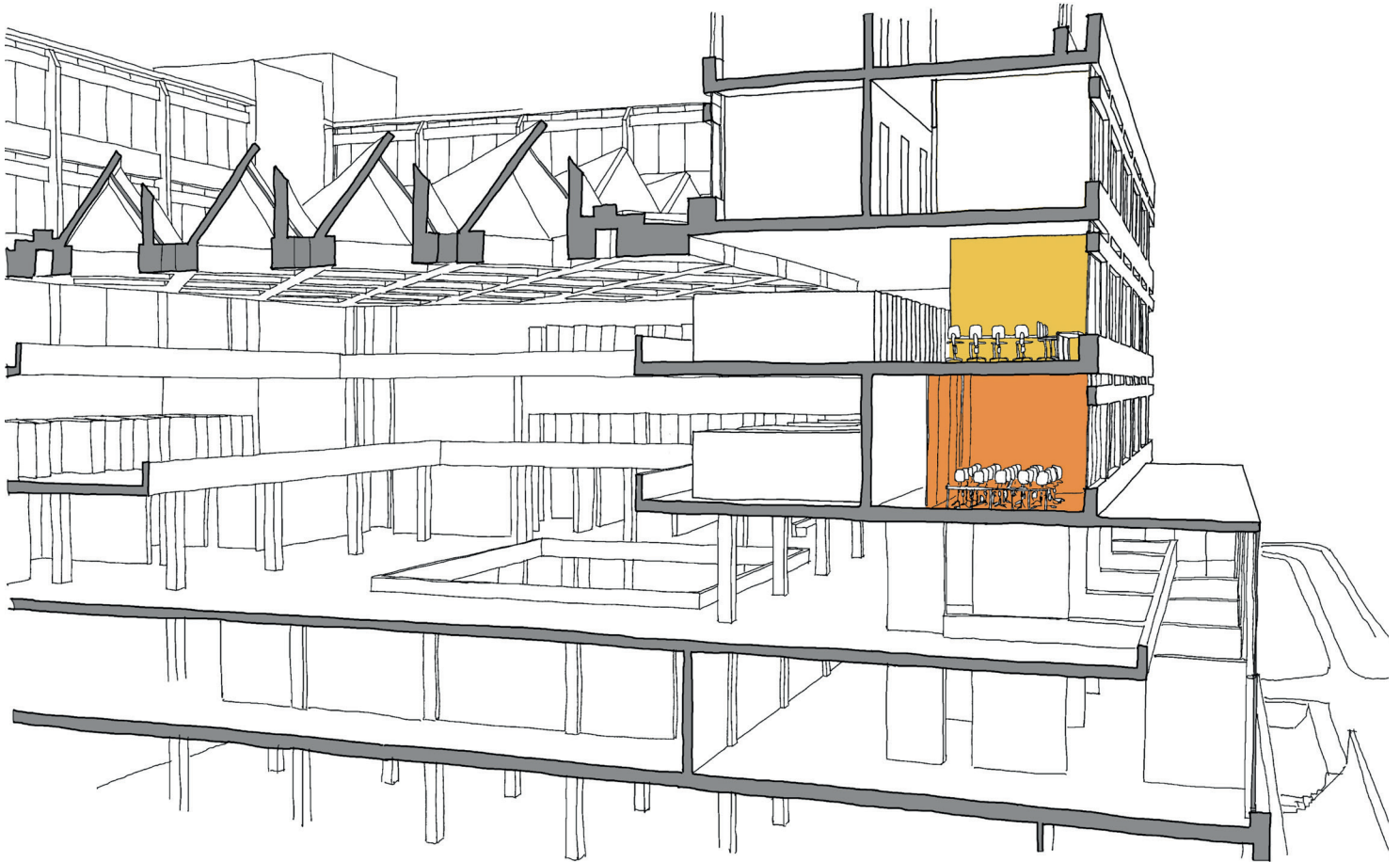
Above: Cross-section of the Philips Building to illustrate the introduction of 54 new library workspaces on the third floor, and two 25-person teaching rooms on the second floor.

Below left: Library workspaces, third floor
Below right: New teaching rooms, second floor
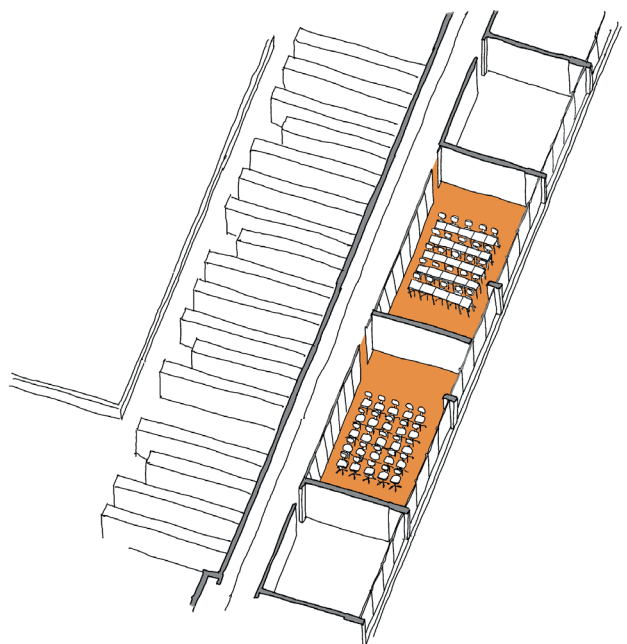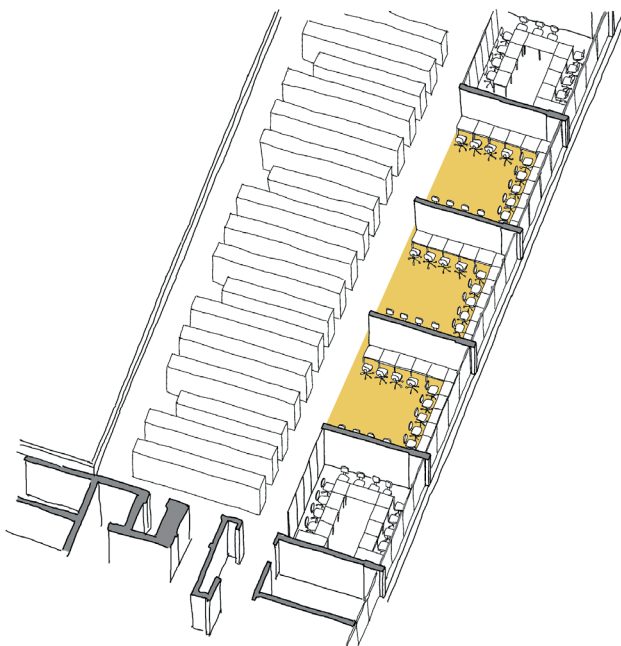
## Option 2 - academic workplace test fit, Floor 5

There is scope to retrofit some areas of the SOAS estate to accommodate different ways of working, which offer an alternative to the inefficient allocation of cellular space.

There is opportunity on the fifth floor of the Philips Library to reorganise the internal room layout through the removal of some cellular offices to introduce a range of spaces including cellular offices and one-to-one meeting rooms, shared offices for three people, meeting rooms and informal amenity space. This would increase the capacity of this floor of the building while introducing alternative work settings to facilitate hybrid working.

The plan illustrates what the fifth floor of the Philips Library might look like. It suggests there is potential to accommodate 20 additional desks on the fifth floor of the Philips Library, plus 57 additional work settings in meeting rooms and informal work areas. There are a range of different spaces for staff to meet, focus and socialise, better suited to a hybrid working model.

Capacity could be increased further. If SOAS were to adopt a hybrid working model which anticipated staff being at their desks three days a week, then the 90 desk spaces in the test fit plan could accommodate up to 150 staff.

This is a hypothetical scenario which should be understood as an illustration only. Department-specific requirements would need to be developed through consultation with SOAS staff. Layouts have not been reviewed for compliance to standards including fire safety, an MEP strategy and WC provision including the distribution of accessible WCs.

### Benefits

- 20 additional staff workspaces, plus 57 new work settings
- Potential capacity for up to 150 staff (capacity is presently for 74)
- Better quality workspace and amenities including touchdown space, meeting rooms and informal settings.
- Area converted: 1,498m2

### Cost estimate

- Construction cost: £2,000k
- Fees: £300k
- Other allowances: £1,200k
- Total: £3,500k

Figures are rounded. An initial cost model is provided at **Appendix 4**.
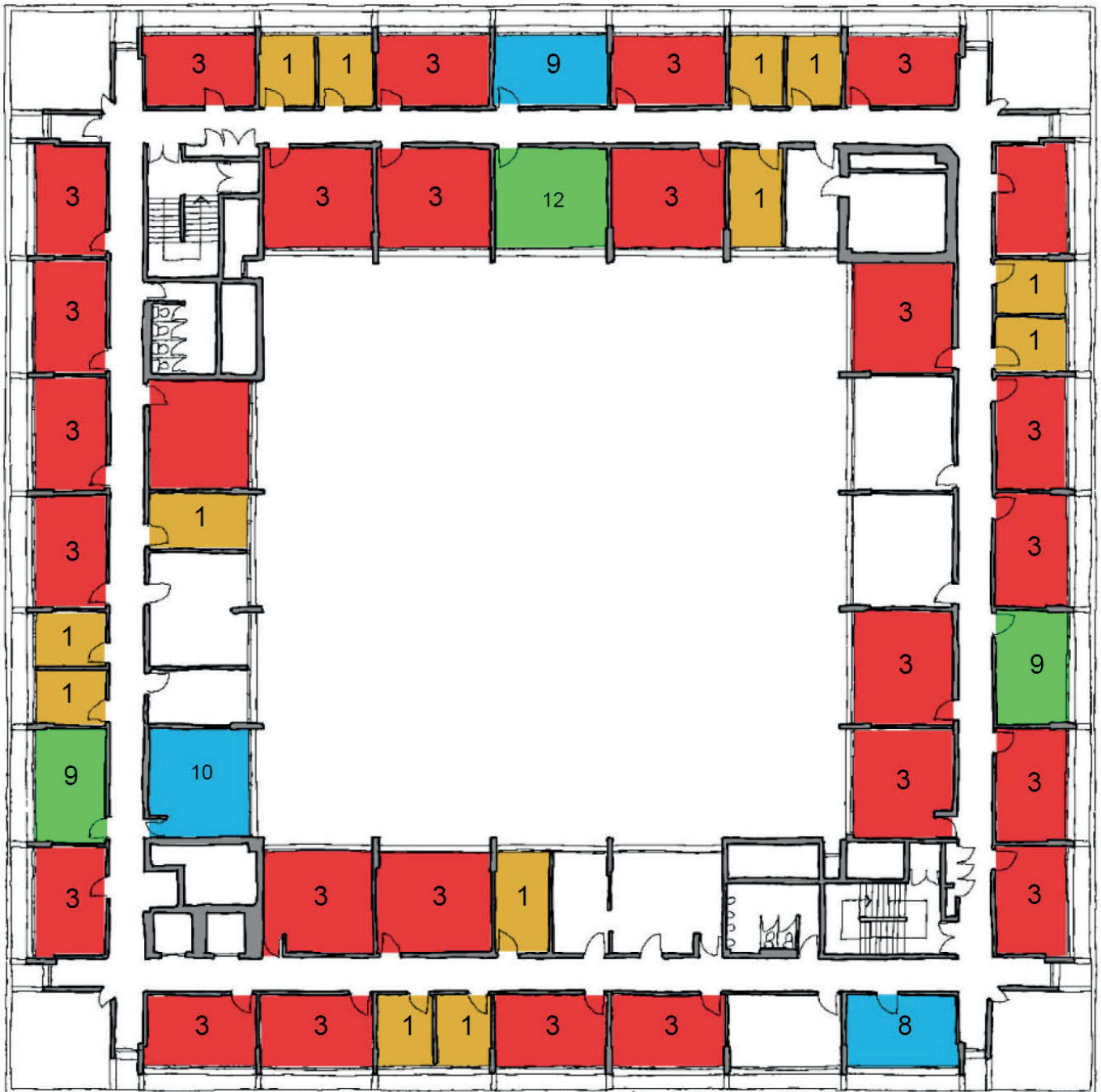
Share Office

Single Office

Informal / Amenity

Meeting Room

**Total area (NIA) 888.7m²**

**Existing layout**
74 cellular offices
3 teaching rooms (capacity 48)
SOAS radio
Helen Kantikar Library
SOAS Admin office

**Test fit layout**
9 cellular offices
4 focus working 'pods'
27 three-person offices (81 desks)
3 informal/amenity spaces
(capacity 27)
3 meeting rooms (capacity 30)
3 teaching rooms (capacity 48)
SOAS radio
Helen Kantikar Library
SOAS Admin office

**Total desks: 74**
(exc. Admin office, library and
SOAS radio)

**Total desks: 90**
(exc. Admin office, library and
SOAS radio)

# Intervention in the Main College Building - test fit

This project proposes the creation of either an informal study area or staff workspace in the lower ground floor of the Main College Building, in space currently occupied by an empty refectory, some of which is used as a prayer room as a meanwhile use. The project would involve the removal of some non-structural walls in order to open up the lower-ground space. The result would be a large, flexible space which could be used for different purposes depending on priority and need.

If used for staff workspace, this space would be defined by different types of workspace - open plan desks, meeting rooms and quiet furniture pods - which are flexible to accommodate hybrid working patterns. If it were designed as informal study space, a similar layout would accommodate workstations, meeting rooms and larger tables for group work, and quiet areas zoned for solo work or blended/remote learning.

By making productive use of a presently under-utilised space within the Main College Building, this project would increase capacity for informal learning or SOAS staff at the heart of the estate.

The project would require the re-provision of a prayer room and associated ablution facilities elsewhere at SOAS.

## Benefits

- Efficient use of a central, under-utilised part of the estate
- Flexibility - opportunity to provide either staff workspace or informal study space, depending on need.
- Capacity for activity at the heart of the campus.
- Area converted: 599m2

## Cost estimate

- Construction cost: £1,400k
- Fees: £200k
- Other allowances: £800k
- Total: £2,400k

Figures are rounded. An initial cost model is provided at **Appendix 4**.

Re-purposing the lower ground floor of
the Main College Building will increase
capacity at the heart of the campus,
without requiring major building works.
Project area highlighted below.
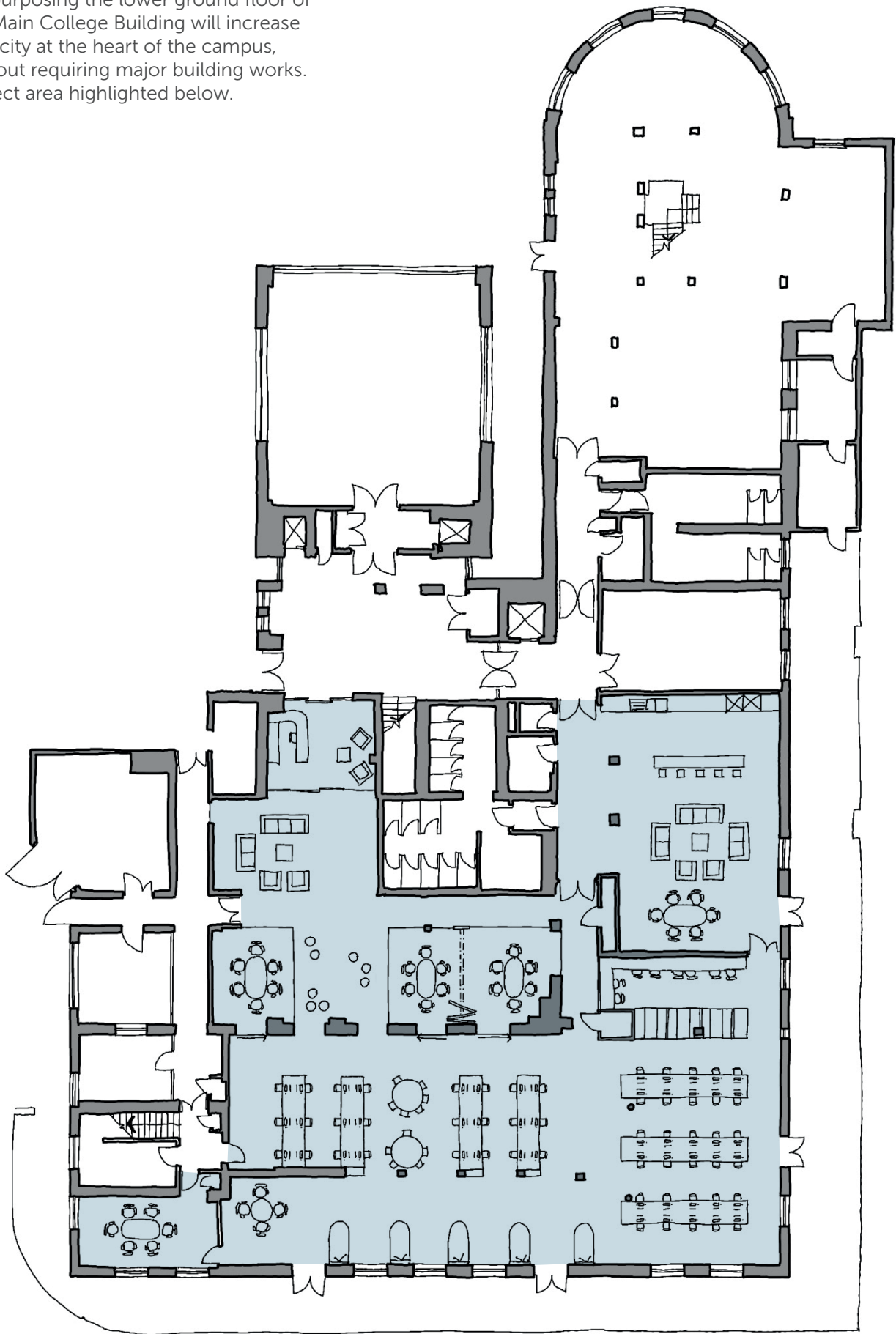
# 7. Conclusion

SOAS requires an estate which meets the needs of its community, delivers a positive and productive campus experience and contributes to the realisation of its Strategic Plan: 'Re-imagining SOAS for the 21st Century'. Over the next five years, the implementation of this Estate Strategy will help SOAS achieve these goals.

The projects and other recommendations set out in this document are informed by a guiding principle, that there is unrealised capacity within the estate which can be unlocked through better utilisation, a more efficient allocation of space, and improvements to the condition, quality and management of spaces. It is unlikely that SOAS will need to build any new floor area beyond the existing campus footprint during the plan period.

A better understanding of the condition, functional suitability and utilisation of the estate is required to unlock this capacity. In Year 1, surveys and assessments will be undertaken to create an evidence base which will inform targeted and specific projects that will dramatically improve the functioning of the School and the campus experience without the need for large and expensive capital projects. This will include the launch of a comprehensive programme of renewal and refurbishment informed by good data on the condition of the estate, and projects to provide efficient teaching, research and work spaces aligned with sector best practice.

This Estate Strategy also sets out a clear framework by which SOAS can create new and improved opportunities and spaces to ensure all staff and students are equipped with exceptional facilities and services, including specific recommendations for formal and informal learning spaces, the Library, offices and interstitial areas. Together this will transform the campus experience.

The objectives, recommendations and prioritises for change set out in this strategy are achievable and can be implemented during the plan period to 2028, and together will support and enhance SOAS's reputation as an internationally recognised centre of excellence for multidisciplinary teaching and research in Africa, Asia, the Middle East and their diaspora.

# Appendices

# Appendix 1. Methodology

This Estate Strategy has been prepared according to the following methodology. This approach provides the rigour and detail needed to inform a strategy for the management of the estate which is tailored to SOAS's requirements, and which responds most appropriately to the challenges and opportunities presented by the campus environment.

## Campus analysis

SOAS has a wealth of information on its estate, including a detailed estate management record which documents the number, type, capacity and assigned users over every room and space across the campus. This has been used to inform analysis of the estate in terms of occupation and assignment of spaces. SOAS has also recently completed a detailed building condition survey, which will help the School to plan investment in its buildings and spaces.

The physical estate has been analysed in order to identify opportunities for short, medium and long-term improvements, as well as places which are performing well.

Ongoing workstreams, such as SOAS's Teaching and Learning Space Team, have informed this strategy.

## SOAS policy review

The School's existing and planned policies with respect to an overarching institutional strategy, as well as specific strategies for areas such as education, space use and environmental sustainability have informed the recommendations listed in this report.

## Stakeholder consultation

Turnberry has undertaken extensive stakeholder consultation to ensure the estate strategy addresses the needs and concerns of all members of the SOAS community. The team has met with a wide range of individuals from across the School including senior leaders, heads of faculties, school and research group, and heads of specialist areas such as the library and professional services.

Turnberry also issued a campus experience survey to all students in order to provide an evidence base to help improve the student experience and re-build campus life as people return to SOAS. A Campus Experience Index (CEI) survey was completed in May 2022. The Index is a tool used by universities to understand how people feel about different aspects of their campus. It comprises an online survey where students rate various aspects of their campus, and leave qualitative feedback, and a database which aggregates the perception felt by students about other universities to their respective campuses, thereby creating an average score against

which individual institutions can be judged. This CEI survey was combined with an exercise where a small group of students kept a photo diary about the experience on campus over a two-week period.

## Sector trends and benchmarking

SOAS operates in a competitive environment and the estate is an important factor with respect to student recruitment and retention. Best practice evidenced at other institutions, both in London and further afield, has been used to demonstrate how comparable universities have overcome challenges similar to those experienced at SOAS, as well as the broader trends that are informing estate strategy across the sector.

# Appendix 2. Alignment with SOAS strategy

This Estate Strategy is a strategic framework which will inform the planning and delivery of specific estate projects, ensuring these are aligned with SOAS's vision and mission. It has been written in conversation with a broader programme of strategic planning at SOAS.

## Reimagining SOAS for the 21st Century

Investment in the estate is central to improving the institutional effectiveness at SOAS – an 'enabler' of the four pillars described above. The Strategic Plan prioritises investment in 'a range of small projects with immediate and beneficial impact for SOAS', with anticipated investment of around £3.5m per year over the plan period. These works will encompass essential maintenance and repair, efficiency and utilisation, and creating new opportunities and spaces. The priorities described in 'Reimagining SOAS' have informed the recommendations offered in this document.

## Education Strategy 2021-2026

The Education Strategy sets out what SOAS aims to achieve in in relation to its curriculum; learning, teaching and assessment; the student experience; student engagement; and outcomes for its students. The estate has a role to play in this effort.

Among other priorities, it seeks to provide 'a transformative student experience that seeks to redress structural inequalities, creates a sense of belonging, and supports excellent education and personal development outcomes for all individuals in our diverse and international student community'.

It notes that 'a world class national research library, the Brunei Gallery, SOAS' learning spaces and those we have access to as part of the University of London' will support the delivery of the Education Strategy.

All aspects of a SOAS education are underpinned by the Estate Strategy, the realisation of which will dramatically improve the teaching and research experience.

# Appendix 3. Sector trends and benchmarking

Across the higher education sector, universities and other organisations are recognising and responding to the same challenges. In preparing this Estate Strategy SOAS has been informed by, and responds to, global sector trends:

1. Wider adoption of blended learning

2. Hybrid working for both professional and academic staff

3. Greater focus on the importance of the post-graduate experience

4. Environmental sustainability embedded across all university planning.

5. Targeted investment in the campus experience and community

This section of the Estate Strategy unpacks these five issues and explains their relevance to SOAS, before listing benchmark projects which collectively demonstrate how other universities have acted in response.

## Sector trends

Every significant pressure already weighing on the higher education sector before the pandemic has increased, and every response to those pressures has accelerated and expanded. It is a time of great change. The sector trends below are not new, they are simply more urgent. They represent attempts by universities to maintain relevance, lower costs, and most importantly, to provide the best learning, teaching and research environments for staff and students in a changing social, technological and funding landscape.

## 1. Blended learning

### What has changed?

Blended learning describes a range of delivery modes that combine in-person and online engagement. This approach to teaching and learning is already common, having been adopted well before the covid-19 pandemic pushed most content delivery online. For example, universities commonly use the 'flipped classroom' approach to undergraduate teaching, whereby students use materials including recorded lectures and reading lists to prepare ahead of class (asynchronous learning), so that teaching time can be used for active learning including collaboration, problem solving and debate.

Scheduled and synchronous online learning, where students are online during a lecture or class, is the major new development stimulated by the pandemic. It is likely that this approach will continue, and investment in technology to accommodate synchronous blended learning in lecture theatres/seminar rooms will be required as expectations for this type of class delivery increase.

Blended learning is being debated by several UK universities. For example, the 2020-2030 Academic Strategy at the University of Leeds says on-campus students will experience a blended learning approach supported by digital and online learning, while the University of Manchester is progressing a Flexible Learning Strategy which will set blended learning as the default model of delivery for undergraduate and post-graduate

taught courses. UCL has defined how blended learning will be delivered in 2022-23: face-to-face teaching will be the norm, supplemented by asynchronous learning where appropriate. But it stipulates students will have no less in-person on-campus time than before the pandemic: any reduction in lecture time through asynchronous learning needs to be replaced by an increase in seminar, tutorial, lab, studio time or another in-person teaching mode.

### Why does this matter?

Many universities are exploring how they can incorporate the benefits of remote learning – opportunities for more flexible, more accessible education – while offering a high-quality student experience driven by in-person engagement.

Attitudes to blended learning can be difficult to parse. According to a recent survey of the UK higher education sector undertaken by Citrix, 69 per cent of responding UK universities are actively looking to develop their blended learning model in the next year. Of the same group, 82% said their students want some sort of blended learning in place.

However, another survey of UK universities, the Higher Education Policy Institute's (HEPI) Student Academic Experience Survey 2021, identified a more nuanced position: students are open to blended learning but would prefer to learn in-person most of the time.

Students can feel short-changed by online learning, with just over 25% of students saying they had received good or very good value during the 2020/21 academic

year. One of the main reasons for this was 'a reaction against the level of tuition fees being charged in the absence (for many) of in-person teaching'.

HEPI concluded that online learning and education technology will continue to have a role to play in the delivery of teaching and learning, but 'not as a direct replacement for in-person teaching for most students'.

While the goal is to provide an equitable and high-quality learning experience to all students, institutions like SOAS will need to strike the right balance between equity of access and learning quality, efficient use of resources, student satisfaction, and the very strong market force of value for money.

Delivering blended learning can be complicated. Teachers often need to engage with both on-site and online attendees concurrently, and also need to make their material accessible to students wanting to catch up on missed classes. This scenario, a combination of changes to content, pedagogy and delivery, requires training, preparation time and expertise that is not necessarily available (or paid for) for all teaching staff. An ongoing commitment to the equipment and maintenance of technology and skills is required for HEIs to deliver blended learning to a high standard.

## Space implications

The impact of blended delivery on the university estate will vary between institutions, but is likely to include demand for some of the following:

- Smaller lecture theatres as more students elect to view material online.

- Spaces/booths on campus for students to view recorded or live lectures.

- Spaces/booths on campus for lecturers to deliver or record lectures.

- Bookable library spaces for small group teaching.

- Cabaret-style lecture theatres to facilitate different teaching modes in the same room.

- Small seminar rooms with suitable technology to facilitate in-person and remote group work.

- Small group spaces with screens in teaching laboratories.

## Benchmark projects

The projects listed below show how three universities have created spaces which can accommodate blended learning.

- Lecture Theatre Redesign, University of Leeds (page 79)
- Collaborative Learning Space, Life Sciences Building, University of Melbourne (page 80)
- Centre Building, LSE (page 81)

## 2. Hybrid working

### What has changed?

Hybrid working, which combines work on and off campus, is an approach that encourages staff to work in a location appropriate to the task at hand, be that in the office, at home, or another location. In the wake of the pandemic, the workplace experience for both academics and professional staff has changed markedly. Professional staff, who have historically worked on-campus most of the time, have felt this change more dramatically than academic staff, who have tended to have opportunities to work flexibly and remotely, some of the time.

Many universities are now consulting with their staff and developing policies for hybrid working, which extends to the spaces and equipment provided to staff. New approaches are being tested, to provide a range of settings including individual offices, shared workspaces, informal areas, touchdown spaces, meeting rooms and office amenities. This can result in the more efficient allocation of space, greater space utilisation and associated cost efficiencies.

Conservatism and the hierarchical nature of academia have historically meant slow progress towards more equitable, efficient, and collaborative workspaces for academics. In light of space utilisation and cost pressures in estate management, the likely targets of space efficiencies on campus are professional staff, teaching-only staff and post-graduate research students, rather than academics. This is despite the fact academics already had low space utilisation rates that threaten to worsen with the uptake of more hybrid work.

### Why does this matter?

According to a survey of 58 space managers at UK universities published by AUDE in 2021, UK space managers have identified academic and non-academic workspace (compared to teaching, research, and public space policies) as the space types requiring the most significant adjustment in the wake of the pandemic.

Just over half of the respondents to the AUDE survey indicated that the implementation of blended working practices will happen campus wide, but in the short term HEI's are focusing on changing professional and non-academic staff work practices. The survey indicated little interest in changing the way academic staff work, and informal collaboration spaces are the principal design element to accommodate agile/blended way of working. Careful space planning and consultation with all staff is required to ensure the fairest and most equitable solution is reached for all campus users.

As was true before the pandemic, finding a balance between shared and private workspace is the key, and the choices for SOAS will depend on the nature of the faculties and professional staff, and their work cultures. While many different stakeholders are proposing that quiet work can now be completed at home, there is also a significant group of workers that need quiet places to work away from home because of inadequate or unsuitable home workspace, or for a separation of work and home life. This appears particularly true for female academics, who have expressed a preference for more work

at home but have also been shown to be more disadvantaged by it. This need for appropriate workspace cannot be discounted, and space should still be provided on campus that allows focussed work to be undertaken.

The numerous pilot projects currently underway across the country will eventually dictate how HEIs proceed with campus-wide guiding principles to workspaces. Several of these examples are discussed below.

### Space implications
A shared understanding of the full and lasting impact of hybrid working on the estate is still emerging, but the result is likely to include:

- More collaborative space
- Smaller (or fewer) private offices

### Benchmarks
Hybrid working requires different spaces depending on the type of work involved: student-facing or back-of-house; professional or academic staff. The following projects demonstrate how four universities have planned space to accommodate hybrid working:

- Grosvenor East Building, Manchester Metropolitan University (page 82)
- Faculty of Arts Building, University of Warwick (page 86)
- Department W, Queen Mary University of London (page 83)
- Global Change Institute, University of Queensland (page 84)

## 3. Post-graduate experience

### What has changed?
Post-graduate research students (PGRs) use the university estate differently to other cohorts, requiring space to work, collaborate and build networks at the beginning of their academic careers. According to a survey of UK universities undertaken before the covid-19 pandemic, almost one in five reported a major space deficit for PGRs, whose space needs are often poorly understood. These challenges are compounded by the growth in post-graduate enrolments planned both at SOAS and across the sector.

This combination of factors means inadequate or inconvenient space provisions for post-graduate students at SOAS are likely to be exacerbated in coming years.

### Why does this matter?
Aside from the existing space shortage, PGRs have specific requirements that differ from the undergraduate and staff populations, and so cannot be absorbed into the allocated spaces of either of these groups.

PGRs take on several roles – student, teacher and researcher – but often find themselves towards the bottom of a cultural hierarchy within universities. They can feel overlooked for resources and time in favour of permanent academic staff that attract research funding, and their research is sometimes unsuited to undergraduate study spaces on campus such as the library. They perceive their value to the university is reflected in the spaces they are (or are not) given to complete their work across these three roles. Common post-graduate spatial issues relate to the allocation of space and desks, social areas for networking and poorly

maintained or inconveniently located workspaces.

A Russell Group space survey of PGRs has identified desk allocation as a key issue for PGR student satisfaction. A poor-quality space can make PGRs feel unproductive (or unwelcome), and it won't be used efficiently, if at all. And when underutilised, space tends to deteriorate in quality or be reallocated over time. An unsatisfactory on-campus experience may result in lower campus attendance, a loss of networking opportunities with academic staff and their research cohort, and lower overall satisfaction and research outcomes. This can have the flow-on effect of discontinuation of study, which results in a significant loss of research expertise, intellectual property and reputation for a university.

In addition to the general needs of the PGR population, a significant number of PGRs are international students. At SOAS they constitute a greater proportion of the School's enrolments than most other universities: in 2017, the proportion of international students at SOAS (54%), was around five times the global average, and in 2021, SOAS was ranked 21st in the world for the highest ratio of international students. On top of the usual post-graduate concerns, these foreign students have the additional challenges of adapting to cultural and linguistic norms, housing, cost of living and limited family supports. A dedicated space to develop professional networks is a significant bulwark against social isolation.

The social aspect of the PGR experience cannot be underestimated. One common approach is to provide open workspaces adjacent to academic offices, which sometimes affords convenient access to supervisors. However, this is not necessarily suitable for postgraduate researchers. Co-location near research peers improves their ability to work productively. A shared cohort space, rather than dispersed desks across faculties, provides a sense of group identity as well as much needed structure, in a largely unstructured period of their career. Spatial needs also change as they progress through their research stages. Like academic staff with multiple tasks (teaching and research), they need flexibility, and are unlikely be at a desk five days a week.

A holistic approach to post graduate space provision at is necessary at SOAS to support a significant, growing and under serviced cohort of the university staff.

Space implications
To meet the needs of PGR students, universities are likely to provide:

- More dedicated space for PGRs
- A variety of settings (open, shared and/or individual workpoints), according to faculty culture, research discipline and work behaviours.

Benchmarks
Two projects at the University of Bristol show how postgraduate research students can be accommodated:

- University of Bristol, Humanities Hub (page 85)
- University of Bristol, Senate House (page 87)

## 4. Environmental sustainability

### What's happened?
During the two years of the pandemic, attitudes and policies relating to environmental sustainability have received a significant boost in support and purpose. Universities continue to foster researchers whose discoveries contribute to climate goals such as net zero carbon, and their campuses commonly feature buildings designed to the highest sustainability standards. At a more granular level, university estate planners increasingly seek to retrofit, adapt and re-use existing buildings on the basis that it is often more sustainable – environmentally and financially – to improve existing buildings rather than to demolish and start again.

Universities understand and demonstrate the strong economic case for embedding the principles of sustainability into the way campuses are planned and build, so they are inclusive, safe and environmentally responsible. Among students and staff, environmental sustainability is now expected. In an increasingly competitive marketplace, it is important to meet this expectation. In order to attract the most talented people, universities are investing in inspiring, attractive and innovative spaces and buildings that are environmentally sustainable and aligned with their research and teaching strategies.

### Why does this matter?
Long term and consistent planning is required to contextualise investment now against lifetime energy performance and other benefits. Work will be required to:

- Articulate the environmentally sustainable options available to an institution.

- Highlight constraints and opportunities for infrastructure modifications and the impact on the energy and carbon profile of the estate.

- Assess current mechanical, electrical and primary infrastructure.

- Establish suitable technologies and fund ongoing improvements in the performance of the estate.

### Space implications
To deliver this standard and meet sustainability goals, universities must improve the performance of both operational and capital infrastructure. This extends to:

- Net Zero/Carbon – energy/materials

- Energy – renewable sources

- Materials – adaptive reuse of buildings

- Biodiversity – green and brown roofs, planting strategies, SUDS planning

- Water – measures to reduce water consumption and conserve and reuse grey water

- Waste – reduce, reuse, recycle

### Benchmarks
Environmental sustainability should be embedded in all areas of estate planning. The projects below include an exemplar building at the University of Queensland, and evidence of environmental sustainability practices at the LSE.

- Global Change Institute, University of Queensland (page 84)
- Centre Building, London School of Economics (page 81)

## 5. Campus experience and community

### What's happened?

The campus experience has suffered significantly as a result of the pandemic, through lockdowns and the subsequent increase in online learning. The conflict between wanting to belong to a community and enjoy individual flexibility is strong for both students and staff. Most staff and students are reported to want to return to campus, but evidence suggests that this needs to be on their own terms, taking into account opportunities for, and the convenience of, hybrid learning and working from home.

A Times Higher Education global survey suggests a significant drop in students attending classes, with around three quarters of staff reporting lower student attendance. The main reason for lower participation is that students do not want to attend campus (to avoid Covid-19 and related isolation requirements), but the number of students undertaking paid work, experiencing mental health issues, or failing to do enough preparation were also cited as factors.

Staff, too, are staying away from campus. Reflecting commercial workplace findings from the University of Southampton that UK office workers want to work more from home, a 2021 global study of academics indicated staff would like to work on campus around one day a week less than their pre-pandemic work pattern, or a 20 per cent drop in activity on campus.

### Why does this matter?

This twenty percent drop in staff activity and even a modest projection of the same for students, if sustained, will have significant implications for not only space utilisation, which was already a challenge for facilities managers, but also campus vitality and the viability of retail, student services and social events.

For example, Titanium Food, a retail consultancy for the Higher Education sector suggest that food outlets may decrease on campus by 30 per cent in response to lower student attendance. While a retraction of this magnitude presents an opportunity to boost informal learning space on campus to fill empty tenancies, it may reduce the variety and affordability of food, perpetuating a spiral of poor campus experience and further loss of attendance.

Humans are social beings. Friendships and professional networks established at universities can, and often do, provide the social capital that supports career development. A report by Campus Intuition, a higher education consultancy, on how universities will change in the aftermath of the pandemic notes that:

'Friendships and connections are vital to belonging, as well as academic achievement. These have been harder to form as student enrolments grow, and teaching integrates with technology and social media. Greater diversity also brings challenges, such

as low income students needing to work to support study, with less social time. Loneliness, anxiety and stress have been growing in prevalence.'

But as academic staff are reporting decreasing job satisfaction and students are increasingly questioning the value of largely online learning modes, universities must urgently act to stop the further degradation of the campus experience.

## Space implications

- More (or better) social, event and gathering spaces on campus to engender community

- More informal learning space, which is a proven campus magnet for students

- More collaborative space for staff

- Fewer but higher quality retail outlets

## Benchmarks
Improvements to the campus experience can range from purpose-built new facilities for students through to small scale interventions and refurbishment works at a building level. These projects show four different responses:

- Senate House, University of Bristol (page 87)
- John Henry Brookes Building, Oxford Brookes University (page 89)
- Humanities Hub, University of Bristol (page 85)
- Arts Building, Trinity College Dublin (page 88)

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# Benchmarking

The experience of peer organisations can be instructive as SOAS plans projects to improve its estate. This section describes 11 projects at higher education institutions in the UK, Ireland and Australia. The projects listed below are categorised according to the five sector trends, which are relevant to SOAS's strategic vision and ambitions set out in 'Reimagining SOAS for the 21st Century'.

| | Blended learning | Hybrid working | PGR workspace | Environmental sustainability | Campus experience |
|---|---|---|---|---|---|
| Lecture theatre redesign, University of Leeds | ✓ | | | | |
| Collaborative Learning Space, University of Melbourne | ✓ | | | | |
| Centre Building, LSE | ✓ | ✓ | | ✓ | ✓ |
| Grosvenor East Building, Manchester Met | | ✓ | | | |
| Department W, QMUL | | ✓ | | | |
| Global Change Institute, University of Queensland | | ✓ | | ✓ | |
| Humanities Hub, University of Bristol | | | ✓ | | ✓ |
| Faculty of Arts Building, University of Warwick | ✓ | ✓ | | | |
| Senate House, University of Bristol | | | ✓ | | ✓ |
| Arts Building, Trinity College Dublin | | | | | ✓ |
| John Henry Brookes Building, Oxford Brookes University | | | | | ✓ |

**Lecture Theatre Redesign, University of Leeds**
2016; NRB Construction; £2.8m

In 2016, the University of Leeds redesigned three of its lecture theatres to enable collaborative teaching and learning and align these spaces to its Digital Strategy for Student Education. The rooms were transformed from traditional tiered lecture theatres to tiered rows of 'collaborative booths' – arrangements of seats or benches for up to five people around shared worktables equipped with charge points, data cables and laptops. These facilitate group work, interaction, communication and recording both in the room and with synchronous remote learners. There is now space within these lecture theatres for teachers and students to move around the room.

The purpose was to improve the student experience and facilitate a blended learning 'flipped classroom' model for large group teaching. 'Multi-mode' technology allows remote students to participate in classes and interact with the people in the room.

The University measured student satisfaction in these spaces before and after the project. Satisfaction increased in all three, by 29.4%, 20.5% and 20.1% to 81.5%, 85% and 87.3% respectively. Reports from teaching staff suggest students are more engaged and better prepared for their seminar classes associated with the material introduced during the collaborative lectures.

In 2022 the University opened a fourth collaborative lecture theatre following the same approach, with clusters of seating for group working organised around laptops for interactive teaching and learning.

Relevance to SOAS: improvements to existing teaching spaces to enable blended learning and improve student experience.

### Collaborative Learning Space, Life Sciences Building, University of Melbourne
2019; HASSELL; A$100m

The Biosciences Building at the University of Melbourne is a shared life sciences learning and teaching space, offering a range of informal and formal learning settings with capacity for 1184 students and staff. Facilities include spaces for problem-based learning and teaching in small groups. and a variety of student and collaborative work areas.

The Collaborative Learning Centre on the ground floor is a formal teaching room which can accommodate up to 144 students, structured into several types of shared workstations with space for us to six students each. These clusters are designed to facilitate collaboration between students, who work on course material presented onto screens from a class leader, who can also roam between the workstations to engage with students during a teaching session.

AV technology is incorporated into the workstations. It can be used by the tutor to broadcast a livestream to all workstations, by students to share material with their fellow students and the class leader, and several of the booths support video conferencing to enable group work across the campus or beyond.

Relevance to SOAS: use of technology to facilitate blended learning including synchronous remote and in-person learning.

## Centre Building, London School of Economics
2019; Rogers Stirk Harbour + Partners; £78m

The 13-storey Centre Building hosts five academic departments over its top 10 floors, above a student area including more than a dozen seminar rooms, hundreds of study spaces and four lecture theatres, including a bespoke 'LSE-style theatre' of two facing banks of seats, to allow both traditional-style teaching and collaborative group work.

The building is organised around a large staircase, which is legible from the exterior and contains a series of breakout spaces which can accommodate informal group work, quiet independent study including synchronous or asynchronous blended learning, and social activities.

The academic departments are located on flexible floorplates that provide a mix of open-plan and cellular offices. The latter front onto generous corridors populated with shared workspaces and semi-enclosed seating, offering a range of options to suit different activities.

The Centre Building plays an important role in establishing a campus community at LSE. The project includes the creation of a new public square to create a focal point at the heart of the LSE campus, improving wayfinding and connectivity.

The building is BREEAM 'outstanding', with good access to natural light throughout and natural ventilation to over 70% of the interior. 'The building's embodied carbon was reduced through design and material selection by 30%, it harvests rainwater and utilises a biomass boiler and PVs. The internal workspaces are designed to enhance wellbeing with 4 terraces on levels 2,6, 11, 12 for staff and students providing both recreational space and increased biodiversity.'

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Relevance to SOAS: A range of workspaces and furniture types to accommodate on-campus and synchronous and asynchronous blended learning; academic departments designed to accommodate hybrid working; generous informal social spaces for campus community; BREEAM outstanding.

## Grosvenor East Building, Manchester Metropolitan University
2020; Allies and Morrison, £unknown

Located on a prominent corner site at All Saints Park, the Grosvenor East Building was completed in 2020 by Manchester Metropolitan University to accommodate five departments from the University's faculty of Arts and Humanities. The new building contains workspaces for academic staff alongside classrooms, language labs, a poetry library, a café, public foyers, exhibition space and a 180-studio theatre.

Academic offices are located on the fifth floor. These comprise a range of spaces including a 'Creative Writing Office' with 28 desks in an open plan arrangement plus one cellular office, smaller shared offices with between 4 and 10 desk spaces, a staff room, and a meeting room and several additional single offices.
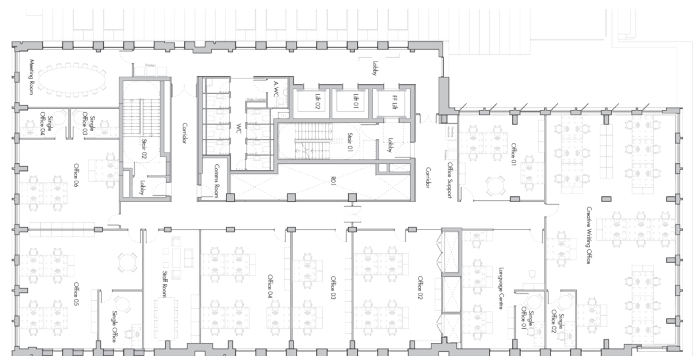


A social learning space on the third floor, and the public café on the ground floor, provide supplementary informal spaces which are used by both staff and students.

Relevance to SOAS: Offices for Arts and Humanities departments organised into a range of individual and shared offices plus informal workspace. Further research needed to determine space allocation model.

## Department W, Queen Mary University London
2021; Buckley Gray Yeoman; £unknown

In 2021 Queen Mary University of London (QMUL) opened Department W, a new 'agile working environment' for the University's professional staff located in a renovated 1920s department store building close to Queen Mary's main campus. The project, which is designed to support hybrid working, saw the consolidation of Professional Services staff from offices formerly distributed across the University's campuses, in doing so freeing up space for student-focused activities.

The building has 5,000m$^2$ of high quality, flexible workspace across three storeys, with a reception space, café, auditorium, meeting rooms and a gym located on the ground floor and basement levels. Designed to support staff better to collaborate with colleagues world-wide and to realise the benefits of hybrid working, the building offers a variety of different spaces in which staff and visitors can meet and work, using colour to denote difference areas of the building. Every meeting room is fitted with facilities to host blended meetings with colleagues both physically present and dialling in. The open-plan office space is built for hot-desking with ample collaborative working spaces and dedicated quiet spaces for calls and face-to-face meetings.

Department W provides workspaces at a ratio of four to every 10 staff, a significant reduction compared with its previous desk allocation. This is below average for the sector, which tends to

target a ratio of about 7 desks to every 10 staff in this type of space.

Through the provision of high quality spaces, the agreement of a Dept W Colleague Charter, and induction and support during initial phases to introduce staff to the new working environments and the change in work culture involved, QMUL has successfully transitioned to this new way of working. The University is already seeing geographical units breaking down and colleagues from different departments sitting alongside each other.

Relevance to SOAS: an example of a post-covid hybrid workspace for professional staff at a London university, engagement with QMUL and Department W could yield insights into the planning of professional workspace at SOAS.

## Global Change Institute, University of Queensland
2013; HASSELL; A$32m

The Global Change Institute (GCI) at the University of Queensland is a highly sustainable office building which accommodates the University's eponymous interdisciplinary research institute. The GCI is a collaborative hub which brings together researchers and resources to search for solutions to global challenges related to issues like food production, clean energy, and the degradation of ocean ecosystems. The A$32m, 3,850m$^2$ building contains offices and collaborative workspaces and two 55-capacity meeting rooms, structured around a large, green-walled atrium. These spaces cater to a range of users: work at the GCI involves social scientists, economists and lawyers alongside marine biologists, physicists and medical practitioners.

The Global Change Institute functions as a research incubator, promoting collaborative research, learning, engagement and advocacy in major global change areas. As well as supporting academics within the University, the Institute also engages with government, industry and the community to promote research and discovery, to advocate the importance of coordinated and integrated approaches to finding solutions, and to transfer knowledge and technologies to the public. Staff areas are mostly open plan, with privacy afforded by perforated, dark bronze screens. Open-form seating is provided at ground level in the atrium, and on mezzanines lining this space. Major building systems – heating and cooling – are visible in the basement of the GCI, putting the building's sustainable credentials on show.



The GCI building showcases environmental sustainability elsewhere, employing both passive and automated measures to exhibit a range of sustainable design solutions and technologies. Despite Brisbane's sub-tropical climate, the building is naturally ventilated for 88 per cent of the year, aided by an automated shading system that tracks the sun and shades the louvres that ventilate the building. A hydronic heating and cooling system is used for the remained of the year, which enables semi-enclosed workspaces for researchers. As a research tool, the building's conditions – like airflow from the hydronic cooling system – can be modified and data collected to function as a 'living laboratory' for buildings operating in the sub-tropics.

Relevance to SOAS: The GCI is a longstanding benchmark for the design of professional and academic staff accommodation which is agile, efficient and pleasant to work in. The building's environmental systems are used for teaching and learning.
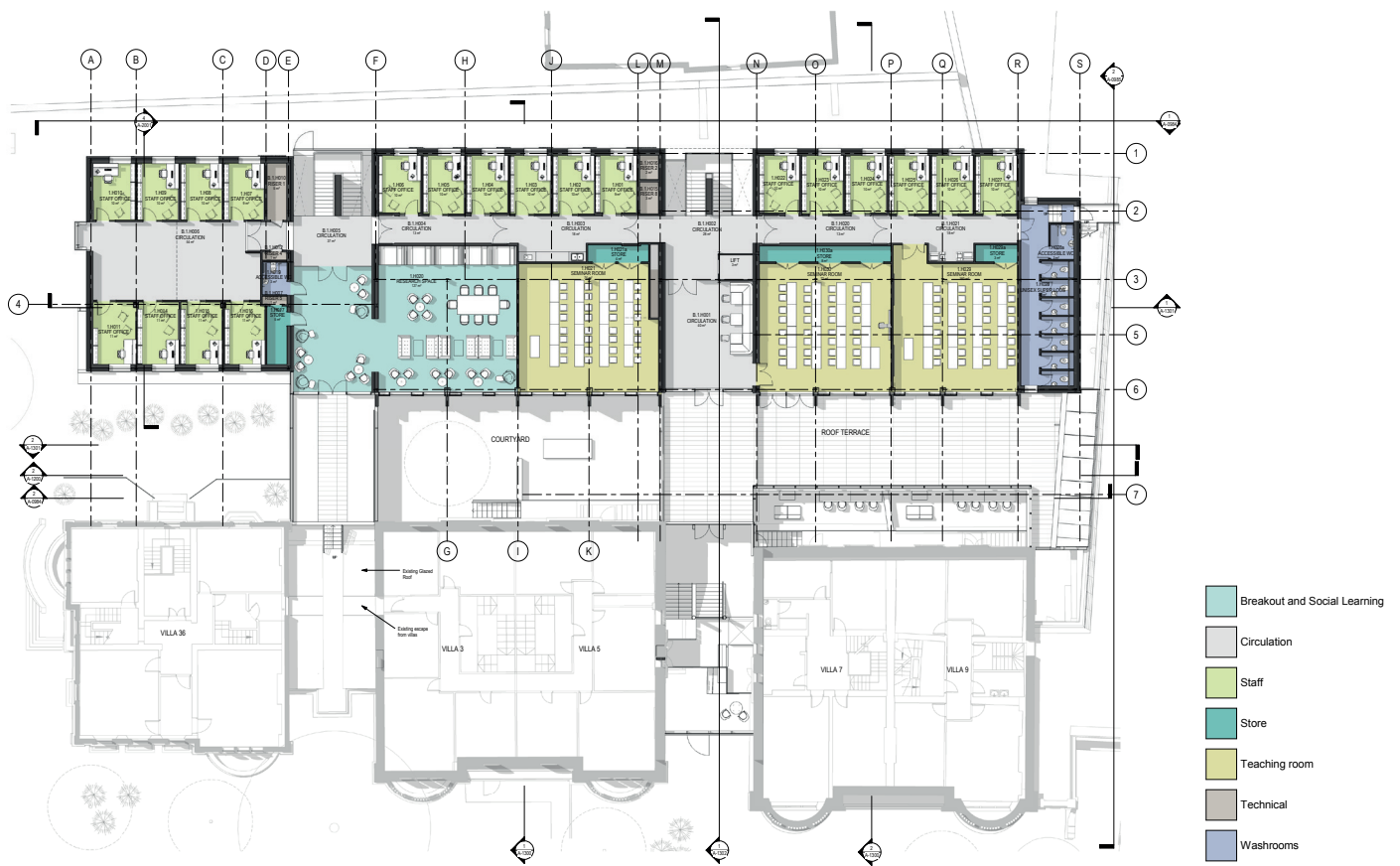
## Humanities Hub, University of Bristol
2019; ADP Architects; £13m

The Humanities Hub at the University of Bristol was completed in 2019 to replace outdated facilities and provide a new student-focused centre for the School of Humanities, including purpose-built PGR space.

A careful addition amongst heritage-listed buildings, the Humanities Hub contains two large flexible teaching rooms, two seminar rooms, a 100-seat cinema room and a 240-person lecture theatre. Academic offices, meeting rooms and an open plan office for postgraduate research staff and students are located together on the first floor.

Prior to the construction of the Humanities Hub, staff and postgraduate students had been constrained by the lack of a dedicated Humanities Research Centre to accommodate PGRs, research centres, conferences and events.

Relevance to SOAS: The Humanities Hub evidences the process by which new facilities can be developed in a sensitive and protected heritage environment. The building demonstrates how PGR spaces can be integrated with staff and student workspace.
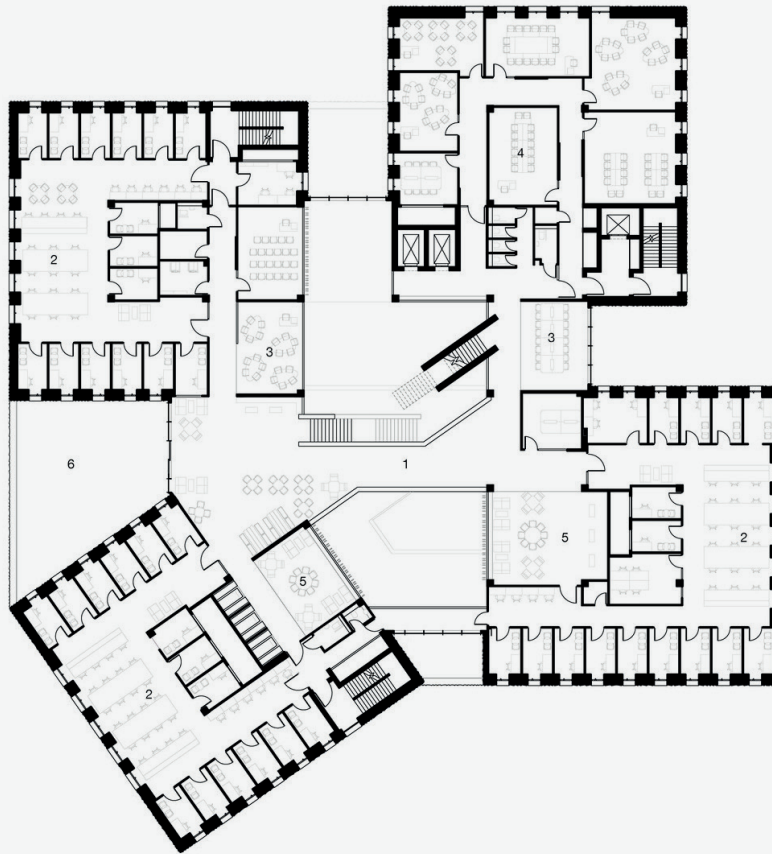
## Faculty of Arts Building, University of Warwick
2021; Feilden Clegg Bradley Studios; £43m

The Faculty of Arts Building at University of Warwick unites the eight schools and departments belonging to the Faculty under the same roof for the first time. The building, which is designed to foster connection and collaboration between these departments, is organised as four pavilions around a grand central stair. This stair, which abuts studios, exhibitions and events spaces, is the main route through the space, so activating the heart of the building.

The building contains a range of teaching and learning spaces, including two lecture theatres, seminar rooms, an antiquities room, a cinema and screening rooms, theatre studios and rehearsal room, a media lab and edit suite, and a transnational resource centre.

Rather than separating academic workspace and teaching space across different levels of the building, a mix is provided at each storey. Academic workspace eschews the traditional formula of cellular offices in favour of a hybrid arrangement offering clusters of cellular, shared and open workspace. This is designed to accommodate individual and team working, as well as delivery and engagement in hybrid and remote teaching and research. Each of these clusters is arranged around a central open-plan 'academic studio' containing reading room tables.

Relevance to SOAS: The organisation of academic staff offices into a blend of cellular, shared and open-plan workspace demonstrates how efficiencies can be gained in an arts and humanities context while maintaining a productive and pleasant working environment.

### Senate House, University of Bristol
2021; Feilden Clegg Bradley Studios; £unknown

In 2021 the University of Bristol completed a two-phase refurbishment of Senate House, turning it from a dated admin building built in the 1960s to a modern facilities which provides the student community with a bar, food court, a multi-faith prayer room, informal study space, collaborative space for postgraduate research students, student meeting and activity rooms and an extended SU Living Room including the 'Global Lounge', a cultural hub where Bristol's students, who collectively represent over 150 nationalities, can connect.

As well as internal and exterior improvements, the scheme introduced a double-height extension to house a new atrium. The vision for the newly refurbished space was to provide students with a welcoming place of their own, as part of the 'campus heart' programme.

The project is intended to anchor the student experience at the University of Bristol and will have an important role to play as students and staff return to campus in earnest in September 2022.

Relevance to SOAS: The renovation of a 1960s building to provide a range of facilities to serve the student community offers clear parallels to SOAS, particularly the Philips Building and the Main College Building.

## Arts Building, Trinity College Dublin
2019; McCrossan O'Rourke Manning; €4m

The Arts Building at Trinity College Dublin is the biggest buildings on campus, containing some of the university's largest lecture theatres plus teaching rooms, staff offices, a café and library. The building, which opened in 1978, is a workhorse facility and a major part of the campus experience of most staff and students at TCD.

In the summers of 2018 and 2019, a renovation project was undertaken to transform the tired-looking Brutalist building. The project, a relatively modest investment of €4m, has had a meaningful impact how staff and students perceive the campus.

The project encompassed a series of practical interventions and alterations all aimed at improving the working environment for campus users. The works included improvements to the main circulation areas across all six floors and included new floor and ceiling finishes, new loose and built-in furniture in break-out areas, new lighting and light boxes, upgrades to teaching spaces, new wayfinding signage and digital information screens, and landscaping to internal courtyards.

Relevance to SOAS: Through careful planning TCD was able to create meaningful change quickly to improve the performance of a large, dated building and improve the campus experience.

## John Henry Brookes Building, Oxford Brookes University
2014; Design Engine; £83m

The John Henry Brookes Building was opened in 2014 as the first phase of a project aimed to bring cohesion to Oxford Brookes' disparate campus site. The 26,848m² facility comprises student accommodation, a new library, social learning spaces, a Student Services Centre, student guild, lecture theatre and retail space.

To create an impressive sense of arrival at the Headington campus, the building has been designed to connect and integrate with its surrounding residential and rural context. At the northern end of the building is a piazza which connects the first floor of the building with the road. This public square is flanked by a three-storey colonnade that contains cafés, shops and a medical centre. Both the outdoor piazza and the interior of the building have been landscaped to include mature trees, reinforcing the University's environmental ethos.

A significant design aspect of the John Henry Brookes Building was the desire to create an environment in which various service functions of the University overlapped and coexisted. Inside, a central Forum space provides access to key functions and academic spaces, including the library, Student Services (which provides a one-stop shop for careers and academic advice) and a social learning space.

The ground floor, viewed from the first balcony on entering, is scattered with an arrangement of workstations and café

seating. This adaptable space doubles-up for gatherings of about 1,000 people – ideal for graduations and other University-wide events. Above this is a 350-seat auditorium, clad in timber fins, which is used for student society events and lectures.

Internally, the building maximises natural daylight wherever possible, providing bright, open spaces for a mixture of formal and informal study. An architectural feature called 'The Ribbon' – a thread of Corten steel which runs throughout the building – functions as a wayfinding technique, and to unify the entire structure.

Relevance to SOAS: While the scale of this project is not what SOAS is seeking to achieve, the provision of social learning spaces, formal settings and student amenities united by a palette of materials, furniture and a wayfinding system is a useful precedent.

# Appendix 4. Initial cost estimate, 'test fit' projects

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## SOAS ESTATE STRATEGY WORKS
## INITIAL COST MODEL

**Turnberry Consulting Ltd**

**Date: 04 October 2022**

## CONTROL ISSUE SHEET

| Revision | Status | Prepared By (name/position/date) | Authorised By (name/position/date) |
|----------|--------|----------------------------------|-------------------------------------|
| - | - | Alastair Wolstenholme / Partner / September 2022 Sam Havis / Assistant Surveyor / September 2022 | Alastair Wolstenholme / Partner / October 2022 |
| Rev 1 | - | Alastair Wolstenholme / Partner / October 2022 Sam Havis / Assistant Surveyor / October 2022 | Alastair Wolstenholme / Partner / October 2022 |

## CONTENTS

## 1 EXECUTIVE SUMMARY

| CLIENT / DEVELOPMENT COST | m2 | Total (£) | £/m² GIA | £/sq ft GIA | % |
|---|---|---|---|---|---|
| **1 Construction Cost** | | | | | |
| 1.1 Main Building Informal Learning Space | 599 | 1,400,000 | 2,337 | 217.14 | 18.6 |
| 1.2 Library 2nd and 3rd Floor Works | 486 | 960,000 | 1,975 | 183.51 | 12.8 |
| 1.3 Library 5th Floor Works | 1497 | 1,960,000 | 1,309 | 121.64 | 26.1 |
| **Total Construction Costs** | | **4,320,000** | **1,673** | **155.44** | **57.5** |
| **2** Professional Fee Allowance including Local Authority Fees | 15% | 648,000 | 251 | 23.32 | 8.6 |
| **3** Allowance for CIL | | Excluded | - | - | 0.0 |
| **4** Fixed Furniture and Equipment, allowance of £150/m2 included | | 387,000 | 150 | 13.92 | 5.2 |
| **5** AV / IT, allowance of £150/m2 to Main Building Lower Ground Floor and £100/m2 to 2nd, 3rd and 5th floor of Library | | 288,000 | 112 | 10.36 | 0.0 |
| **6** Allowance for new furniture to Paul Webley Wing - allowance | | 50,000 | 19 | 1.80 | 0.0 |
| **Sub Total** | | **5,693,000** | **2,205** | **204.84** | **71.3** |
| **7 Project Contingency** | 10% | 569,000 | 220 | 20.47 | 7.6 |
| **Sub Total** | | **6,262,000** | **2,425** | **225.31** | **83.4** |
| **8 VAT** | 20% | 1,250,000 | 484 | 44.98 | 16.6 |
| **Total Estimated Development Cost** | | **7,512,000** | **2,909** | **270.29** | **100.0** |
| **ESTIMATED ROUNDED DEVELOPMENT COST** | | **7,500,000** | **2,905** | **269.86** | **100** |

## 2 NOTES AND ASSUMPTIONS

**PROJECT OVERVIEW**

1  This document provides estimated costs for the various options to develop for SOAS and a total cost summary is included in Section 1.

2  The sections of works are currently split into the following;
- The Main Building Lower Ground Floor - conversion of the refectory into an informal learning space
- The Library - 2nd, 3rd and 5th Floors - opening up library floors to provide additional learning and teaching space and re-organisation of 5th floor rooms
- Additional furniture to the lobbies to the Paul Webley wing to provide more informal learning spaces

3  The estimated costs are based upon sketch proposals prepared by Turnberry Consulting and included at Appendix A.

4  The cost model allows for the estimated construction costs, an allowance for FFE and IT/AV, professional fees, project contingency at 10% and VAT.  All costs are based at 3Q2022.

**SCOPE OF WORKS**

1  Main Building Informal learning to old refectory area - strip out old refectory, faith space and showers and fit out to provide new informal learning space with entrance area, kitchenette, 4Nr meeting areas and open informal learning space.  The works shall comprise new internal walls with glazed partitions to meetings spaces and a folding / stacking partition splitting two of the meeting spaces, new finishes and fittings.  Limited work is envisaged to the existing building fabric but that the majority of the MEP services will be replaced including part of the mechanical ventilation ductwork.  No works are envisaged externally, minor making good only to WC area and an allowance of £50,000 is included for new showers.

2  Library Building 2nd and 3rd floors - works included to open up the south side of the library to provide additional teaching rooms and private study corrals on the 2nd and 3rd floors.  This will include the removal of a solid wall to the library (where an allowance of £50,000 is included for new framing), new partitions and new finishes and fittings to reflect the new layout.  The existing services will be altered to suit including the provision of new lighting and small power / data.

3  Library Building 5th floor - the existing offices and teaching rooms will be adapted to provide a range of teaching spaces, office and meeting rooms.  Partitions will be removed and new finishes and fittings provided.  It is envisaged that the main mechanical services will remain (heating only as natural ventilation) but that new lighting and small power / data will be provided.  Existing doors will remain with redundant doors locked shut and others refurbished and and allowance is included for overhauling windows.  Allowance are included for new finishes to the corridors and areas where alterations are not taking place and an allowance of £10,000 is included for making good WC areas.

4  Paul Webley wing - an allowance of £50,000 is included for new furniture only.

**PROGRAMME**

1  All costs are based at current day, 3Q2022.

**INFORMATION USED TO PREPARE THIS ESTIMATE**

1  This cost model has been prepared based on the emerging estate strategy and sketches prepared by Turnberry Consulting.

**STATUS OF DESIGN**

1  Pre-inception.

**KEY ASSUMPTIONS**

1  Please refer to the estimate build up for all other key assumptions and allowances.
2  Estimated costs are prepared using current prices (3Q2022), future inflation allowances are not included within this report.
3  Preliminaries have been included at 20% for all works.
4  Overheads and Profit have been included at 6% for all section of the works.
5  Design development risk and construction risk have been included at 5% and 5% respectively.
6  Phasing allowance have not been included within the costs.
7  S.106 and S.278 allowance has been excluded.
8  Professional Fee percentages have been applied at 15% for all sections of the works including Local Authority Fees (i.e. planning and building control).
9  Project Contingency is included at 10%.
10  VAT is included at 20%.
11  The following heights have been used;
- Main building; 3.35m high floor to soffit
- Library; 3.35m floor to soffit

12  Asbestos removal has been excluded throughout.
13  Community Infrastructure Levy excluded based on the Camden Borough Council CIL levy.
14  IT / AV allowances have been included based on £150/m2 to informal learning and £100/m2 to the library on the basis that there will be an element of re-use of existing in the library.
15  FFE allowances have been included based on £150/m2.

## 2 NOTES AND ASSUMPTIONS

**KEY EXCLUSIONS**

No allowances have been included in this cost model for those items identified below;

1. Off site services and drainage infrastructure.
2. Land acquisition costs and fees.
3. Client finance or legal costs.
4. Fees or costs associated with rights of light agreement, party wall awards or over-sailing agreements etc.
5. Project insurances.
6. Section 106 / 278 Contributions in addition to the stated allowance.
7. Community Infrastructure Levy Contributions or similar as Camden Borough Council stipulate that CIL does not apply to educational spaces.
8. Benefits arising from any potential Capital Allowances or other government incentives / grants.
9. Contributions to catering equipment cost from operator.
10. Works to existing building fabric apart from limited allowances for overhauling windows.
11. Works to adjacent buildings or areas not indicated on the Turnberry information have been excluded other than interface / connection works as per the allowances.
12. Removal of asbestos.
13. Unexploded ordnance investigations or resulting works.
14. Archaeological investigations and exploratory or resulting works.
15. Diversion of existing below ground services.
16. Works to main plant and services outside of working areas.
17. Works to lifts and staircases.
18. Currency and exchange rate fluctuations (this order of cost estimate is based on an exchange rate of £1/€1.15).
19. Future tender price and building cost inflation.
20. Costs resulting from tariffs or other charges following the withdrawal of the UK from the European Union.
21. Costs resulting from zero carbon requirements or offset charges.
22. Renewables / sustainable solutions.
23. Passivhaus design standards and methodologies.
24. Statutory changes including changes to Building Regulations.
25. Works outside of the site boundary.
26. Public art installations or contributions.
27. Phasing of the works.
28. Works outside of normal working hours.
29. Mock-ups, prototypes, off site benchmark and the like.
30. Any works to adjacent external areas / highways / pavements / public realm.
31. Fire extinguishers, refuse bins, compactors.
32. Achieving a BREEAM rating higher than Very Good.
33. Removal of invasive species such as Japanese Knot Weed.
34. Any costs associated with future phase areas / meanwhile uses.
35. Any impacts of Covid-19 on the current rates and allowances.
36. Reconfiguration of the existing library works other than proposed works to 2nd, 3rd and 5th floors.
37. Works to WC areas apart from making good.
38. Showers to upper floor areas - an allowance is included for the lower ground floor.
39. Works to form teaching spaces in Brunei Gallery - works on site.
40. Works to main building entrance - works on site.

**PROCUREMENT**

1. A lump sum, single stage procurement strategy is assumed.
2. It is assumed that the works will be carried out under one building contract.

**INFLATION**

1. The cost model is at current day with no allowance for inflation. Inflation calculations can be based upon the following G&T Annual Tender Price Indices (published 3Q22), which show the following year on year tender price changes:

| | | |
|---|---|---|
| 2022 | 5.50% | G&T Forecast (London) |
| 2023 | 3.50% | G&T Forecast (London) |
| 2024 | 2.50% | G&T Forecast (London) |
| 2025 | 2.25% | G&T Forecast (London) |

## 3 AREA SCHEDULE

### GIA

Main Building

| Level | GIA |
|---|---|
| | m² |
| Lower Ground Floor | 599 |
| **Total** | **599** |

Library

| Level | GIA |
|---|---|
| | m² |
| Level 2 | 245 |
| Level 3 | 241 |
| Level 4 | 1,497 |
| **Total** | **1,983** |

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| DETAILS OF ESTIMATE | | | | | Area (m2) | 599 |
|---|---|---|---|---|---|---|

**4.1 Main Building Informal Learning Space**

| | | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|---|
| | **CONSTRUCTION COST** | | | | **Total (£)** | **£/m² GIA** | **£/sq ft GIA** | **%** |
| 1 | Facilitating / Demolition Works | | | | 131,000 | 219 | 20.32 | 9.4 |
| 2 | Substructure | | | | - | - | - | 0.0 |
| 3 | Frame | | | | - | - | - | 0.0 |
| 4 | Upper Floors | | | | - | - | - | 0.0 |
| 5 | Roof | | | | - | - | - | 0.0 |
| 6 | Staircases | | | | - | - | - | 0.0 |
| 7 | External Walls / Facades | | | | - | - | - | 0.0 |
| 8 | External Windows and Doors | | | | - | - | - | 0.0 |
| 9 | Internal Walls and Partitions | | | | 107,000 | 179 | 16.60 | 7.6 |
| 10 | Internal Doors | | | | 42,000 | 70 | 6.51 | 3.0 |
| 11 | Wall Finishes | | | | 47,000 | 78 | 7.29 | 3.4 |
| 12 | Floor Finishes | | | | 46,000 | 77 | 7.13 | 3.3 |
| 13 | Ceiling Finishes | | | | 60,000 | 100 | 9.31 | 4.3 |
| 14 | Fixtures and Fittings | | | | 117,000 | 195 | 18.15 | 8.4 |
| 15 | Services | | | | 449,000 | 750 | 69.64 | 32.1 |
| 16 | External Works | | | | - | - | - | 0.0 |
| | **Sub Total** | | | | **999,000** | **1,668** | **154.94** | **71.4** |
| 17 | Main Contractor's Preliminaries | 20.0% | | | 200,000 | 334 | 31.02 | 14.3 |
| 18 | Main Contractor's Overheads and Profit | 6.0% | | | 72,000 | 120 | 11.17 | 5.1 |
| | **Building Works Total** | | | | **1,271,000** | **2,122** | **197.13** | **90.8** |
| 19 | Design Development Risk Allowance | 5.0% | | | 64,000 | 107 | 9.93 | 4.6 |
| 20 | Construction Risk Allowance | 5.0% | | | 64,000 | 107 | 9.93 | 4.6 |
| | **Sub Total** | | | | **1,399,000** | **2,336** | **216.98** | **99.9** |
| 21 | Tender Inflation Estimate - excluded | excl. | | | - | - | - | 0.0 |
| 22 | Construction Inflation Estimate - excluded | excl. | | | - | - | - | 0.0 |
| | **Total Estimated Construction Cost** | | | | **1,399,000** | **2,336** | **216.98** | **99.9** |
| | **ESTIMATED ROUNDED CONSTRUCTION COST** | | £ | | **1,400,000** | **2,337** | **217.14** | **100** |
| 23 | Allowance for Professional Fees including Local Authority Fees | 15.0% | | | 210,000 | 351 | 32.57 | |
| 24 | Allowance for CIL | excl. | | | - | - | - | |
| 25 | Allowance for FF&E; say £150/m2 | | | | 90,000 | 150 | 13.96 | |
| 26 | Allowance for IT/AV; say £150/m2 | | | | 90,000 | 150 | 13.96 | |
| 27 | Project Contingency | 10.0% | | | 179,000 | 299 | 27.76 | |
| 28 | VAT | 20.0% | | | 394,000 | 658 | 61.11 | |
| | **Total Estimated Construction Cost** | | | | **2,363,000** | **3,945** | **366.49** | |
| | **ESTIMATED ROUNDED DEVELOPMENT COST** | | £ | | **2,360,000** | **3,940** | **366.03** | |

**SOAS Estate Strategy Works**

Job No.: TBC
**Client: Turnberry Consulting Ltd**
**Issue Date: 4 October 2022**
**Base Date: 3Q2022**

**DETAILS OF ESTIMATE**

| | | | | | Area (m2) | 599 |
|---|---|---|---|---|---|---|

**4.1 Main Building Informal Learning Space**

| | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|
| **1 Facilitating / Demolition Works** | | | | | | |
| 1.01 Stripping out of area including finishes and services | 599 | m2 | 100 | 59,900 | 100.00 | 9.29 |
| 1.02 Extra over for removing shower area | 23 | m2 | 500 | 11,500 | 19.20 | 1.78 |
| 1.03 Extra over for removing kitchen equipment remaining including hoods and cold rooms | 1 | item | 15,000 | 15,000 | 25.04 | 2.33 |
| 1.04 Extra over for cutting back gas supply to kitchen and other redundant services | 1 | item | 10,000 | 10,000 | 16.69 | 1.55 |
| 1.05 Demolish internal walls and make good | 466 | m2 | 60 | 27,960 | 46.68 | 4.34 |
| 1.06 Allowance for overhauling and making good existing windows | 1 | item | 5,000 | 5,000 | 8.35 | 0.78 |
| 1.07 Ditto external doors | 1 | item | 2,000 | 2,000 | 3.34 | 0.31 |
| **Facilitating / Demolition Works Sub-Total (Rounded)** | | | | **131,000** | **219** | **20** |
| **2 Substructure** | | | | | | |
| 2.01 No works envisaged | | excl. | | | | |
| **Substructure Sub-Total (Rounded)** | | | | - | - | - |
| **3 Frame** | | | | | | |
| 3.01 No works envisaged | | excl. | | | | |
| **Frame Sub-Total (Rounded)** | | | | - | - | - |
| **4 Upper Floors** | | | | | | |
| 4.01 No works envisaged | | excl. | | | | |
| **Upper Floors Sub-Total (Rounded)** | | | | - | - | - |
| **5 Roof** | | | | | | |
| 5.01 No works envisaged | | excl. | | | | |
| **Roof Sub-Total (Rounded)** | | | | - | - | - |
| **6 Staircases and Ramps** | | | | | | |
| 6.01 No works envisaged | | excl. | | | | |
| **Stairs and Ramps Sub-Total (Rounded)** | | | | - | - | - |
| **7 External Walls** | | | | | | |
| 7.01 No works envisaged | | excl. | | | | |
| **External Walls Sub-Total (Rounded)** | | | | - | - | - |
| **8 External Windows and Doors** | | | | | | |
| 8.01 No works envisaged apart from overhauling - see above | | excl. | | | | |
| **External Windows & Doors Sub-Total (Rounded)** | | | | - | - | - |
| **9 Internal walls** | | | | | | |
| 9.01 Allowance for new stud partitions; assumed 3.35m high | - | m2 | 150 | - | - | - |
| 9.02 Allowance for new folding partitions; assumed 3.35m high | 15 | m2 | 1,000 | 15,000 | 25.04 | 2.33 |
| 9.03 Allowance for new glazed screens; assumed 3.35m high | 87 | m2 | 1,000 | 87,000 | 145.24 | 13.49 |
| 9.04 Allowance for forming new openings in existing partitions / walls | 1 | item | 5,000 | 5,000 | 8.35 | 0.78 |
| **Internal Walls Sub-Total (Rounded)** | | | | **107,000** | **179** | **17** |
| **10 Internal doors** | | | | | | |
| 10.01 Allowance for new solid doors; single | 1 | nr | 1,750 | 1,750 | 2.92 | 0.27 |
| 10.02 Ditto but leaf and a half | - | nr | 2,500 | - | - | - |
| 10.03 Ditto but double | 2 | nr | 3,000 | 6,000 | 10.02 | 0.93 |
| 10.04 Allowance for manual sliding doors to meeting rooms | 3 | n2 | 4,000 | 12,000 | 20.03 | 1.86 |
| 10.05 Ditto but sliding; automatic | 2 | nr | 10,000 | 20,000 | 33.39 | 3.10 |
| 10.06 Overhaul and redecorate existing single doors | 7 | nr | 200 | 1,400 | 2.34 | 0.22 |
| 10.07 Ditto door and a half | 2 | nr | 300 | 600 | 1.00 | 0.09 |
| 10.08 Ditto double | - | nr | 300 | - | - | - |
| **Internal Doors Sub-Total (Rounded)** | | | | **42,000** | **70** | **6** |
| **11 Wall finishes (on functional GIA basis)** | | | | | | |
| 11.01 Allowance for wall finishes; | | | | | | |
| 11.02 Paint plasterboard finish | 599 | m2 | 60 | 35,940 | 60.00 | 5.57 |
| 11.03 Splashbacks to Kitchenette | 1 | item | 1,500 | 1,500 | 2.50 | 0.23 |
| 11.04 Extra over allowance for acoustic panelling / wall features | 1 | item | 10,000 | 10,000 | 16.69 | 1.55 |

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| DETAILS OF ESTIMATE | | | | | Area (m2) | 599 |
|---|---|---|---|---|---|---|
| **4.1 Main Building Informal Learning Space** | | | | | | |
| | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
| **Wall Finishes Sub-Total (Rounded)** | | | | 47,000 | 79 | 7 |

**DETAILS OF ESTIMATE**
|  |  | Area (m2) | 599 |
|---|---|---|---|

**4.1 Main Building Informal Learning Space**

| | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|
| **12 Floor Finishes (on functional GIA basis incl skirtings and screed)** | | | | | | |
| 12.01 Allowance for floor finishes to the proposed functional areas; | | | | | | |
| 12.02 Generally based on carpet with painted skirting and making good substrate | 582 | m2 | 75 | 43,650 | 72.87 | 6.77 |
| 12.03 Extra over for vinyl adjacent kitchenette | 30 | m2 | 25 | 750 | 1.25 | 0.12 |
| 12.04 Ditto for making good timber parquet to entrance corridor | 17 | m2 | 85 | 1,445 | 2.41 | 0.22 |
| | | **Floor Finishes Sub-Total (Rounded)** | | **46,000** | **77** | **7** |
| **13 Ceiling Finishes (on functional GIA basis)** | | | | | | |
| 13.01 Allowance for ceiling finishes to the proposed functional areas; | | | | | | |
| 13.02 Ceilings generally - assume metal lay-in grid suspended ceiling with painted plasterboard margins | 599 | m2 | 100 | 59,900 | 100.00 | 9.29 |
| | | **Ceiling Finishes Sub-Total (Rounded)** | | **60,000** | **100** | **9** |
| **14 Fittings (on functional GIA basis)** | | | | | | |
| 14.01 General fittings allowance for shelving, signage etc | 599 | m2 | 50 | 29,950 | 50.00 | 4.65 |
| 14.02 Allowance for new concierge / reception desk | 1 | item | 15,000 | 15,000 | 25.04 | 2.33 |
| 14.03 Allowance for new kitchenette | 1 | item | 15,000 | 15,000 | 25.04 | 2.33 |
| 14.04 Allowance for shelving in store | 1 | item | 2,000 | 2,000 | 3.34 | 0.31 |
| 14.05 Allowance for making good / tidying up WC area | 1 | item | 5,000 | 5,000 | 8.35 | 0.78 |
| 14.06 Allowance for forming shower area not shown on drawings | 1 | item | 50,000 | 50,000 | 83.47 | 7.75 |
| | | **Fittings Sub-Total (Rounded)** | | **117,000** | **195** | **18** |
| **15 MEPH Services** | | | | | | |
| 15.01 MEPH generally- upgrade of existing MEP using existing plant but extending mech systems and new electrical | 599 | m2 | 750 | 449,250 | 750.00 | 69.68 |
| | | **MEPH Services Sub-Total (Rounded)** | | **449,000** | **750.00** | **69.68** |
| **16 External Works** | | | | | | |
| 16.01 No works | | excl. | | - | - | - |
| | | **External Works Sub-Total (Rounded)** | | **-** | **-** | **-** |
| **ESTIMATED ROUNDED NET CONSTRUCTION COST** | | | £ | **999,000** | **1,667.78** | **154.94** |

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**SOAS Estate Strategy Works**

**Job No.: TBC**
**Client: Turnberry Consulting Ltd**
**Issue Date: 4 October 2022**
**Base Date: 3Q2022**

**DETAILS OF ESTIMATE**

**4.2 Library 2nd and 3rd Floor Works**

Area (m2)  486

| | | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|---|
| | **CONSTRUCTION COST** | | | | **Total (£)** | **£/m² GIA** | **£/sq ft GIA** | **%** |
| 1 | Facilitating / Demolition Works | | | | 131,000 | 270 | 25.04 | 13.6 |
| 2 | Substructure | | | | - | - | - | 0.0 |
| 3 | Frame | | | | - | - | - | 0.0 |
| 4 | Upper Floors | | | | - | - | - | 0.0 |
| 5 | Roof | | | | - | - | - | 0.0 |
| 6 | Staircases | | | | - | - | - | 0.0 |
| 7 | External Walls / Facades | | | | - | - | - | 0.0 |
| 8 | External Windows and Doors | | | | - | - | - | 0.0 |
| 9 | Internal Walls and Partitions | | | | - | - | - | 0.0 |
| 10 | Internal Doors | | | | 5,000 | 10 | 0.96 | 0.5 |
| 11 | Wall Finishes | | | | 29,000 | 60 | 5.54 | 3.0 |
| 12 | Floor Finishes | | | | 29,000 | 60 | 5.54 | 3.0 |
| 13 | Ceiling Finishes | | | | 29,000 | 60 | 5.54 | 3.0 |
| 14 | Fixtures and Fittings | | | | 207,000 | 426 | 39.57 | 21.6 |
| 15 | Services | | | | 256,000 | 527 | 48.94 | 26.7 |
| 16 | External Works | | | | - | - | - | 0.0 |
| | **Sub Total** | | | | **686,000** | **1,412** | **131.13** | **71.5** |
| 17 | Main Contractor's Preliminaries | 20.0% | | | 137,000 | 282 | 26.19 | 14.3 |
| 18 | Main Contractor's Overheads and Profit | 6.0% | | | 49,000 | 101 | 9.37 | 5.1 |
| | **Building Works Total** | | | | **872,000** | **1,794** | **166.69** | **90.8** |
| 19 | Design Development Risk Allowance | 5.0% | | | 44,000 | 91 | 8.41 | 4.6 |
| 20 | Construction Risk Allowance | 5.0% | | | 44,000 | 91 | 8.41 | 4.6 |
| | **Sub Total** | | | | **960,000** | **1,975** | **183.51** | **100.0** |
| 21 | Tender Inflation Estimate - excluded | | excl. | | - | - | - | 0.0 |
| 22 | Construction Inflation Estimate - excluded | | excl. | | - | - | - | 0.0 |
| | **Total Estimated Construction Cost** | | | | **960,000** | **1,975** | **183.51** | **100.0** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **ESTIMATED ROUNDED CONSTRUCTION COST** | | | **£** | **960,000** | **1,975** | **183.51** | **100** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 23 | Allowance for Professional Fees including Local Authority Fees | 15.0% | | | 144,000 | 296 | 27.53 | |
| 24 | Allowance for CIL | | excl. | | - | - | - | |
| 25 | Allowance for FF&E; say £150/m2 | | | | 73,000 | 150 | 13.95 | |
| 26 | Allowance for IT/AV; say £100/m2 as some re-use | | | | 49,000 | 101 | 9.37 | |
| 27 | Project Contingency | 10.0% | | | 123,000 | 253 | 23.51 | |
| 28 | VAT | 20.0% | | | 270,000 | 556 | 51.61 | |
| | **Total Estimated Construction Cost** | | | | **1,619,000** | **3,331** | **309.49** | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **ESTIMATED ROUNDED DEVELOPMENT COST** | | | **£** | **1,620,000** | **3,333** | **309.68** | **-** |

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**SOAS Estate Strategy Works**

**Job No.: TBC**
**Client: Turnberry Consulting Ltd**
**Issue Date: 4 October 2022**
**Base Date: 3Q2022**

## DETELS OF ESTIMATE

**DETAILS OF ESTIMATE**

| | | | | Area (m2) | | 486 |

**4.2 Library 2nd and 3rd Floor Works**

| | | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|---|
| **1** | **Facilitating / Demolition Works** | | | | | | |
| 1.01 | Allowance for general soft strip including existing services (no mech vent and retain perimeter heating) | 486 | m2 | 50 | 24,300 | 50.00 | 4.65 |
| 1.02 | Extra over for the careful removal of AV equipment for re-use | 1 | item | 2,500 | 2,500 | 5.14 | 0.48 |
| 1.03 | Removal of internal walls to 2nd and 3rd floors and making good | 138 | m2 | 75 | 10,350 | 21.30 | 1.98 |
| 1.04 | Removal of solid library walls to 2nd and 3rd floors and making good | 162 | m2 | 250 | 40,500 | 83.33 | 7.74 |
| 1.05 | Allowance for steelwork framing to ditto | 1 | item | 50,000 | 50,000 | 102.88 | 9.56 |
| 1.06 | Allowance for overhauling windows | 1 | item | 3,000 | 3,000 | 6.17 | 0.57 |
| 1.07 | Extra over allowance for asbestos removal | | excl. | | - | - | - |
| | **Facilitating / Demolition Works Sub-Total (Rounded)** | | | | **131,000** | **269** | **25** |
| **2** | **Substructure** | | | | | | |
| 2.01 | No works envisaged | | excl. | | | | |
| | **Substructure Sub-Total (Rounded)** | | | | - | - | - |
| **3** | **Frame** | | | | | | |
| 3.01 | No works envisaged | | excl. | | | | |
| | **Frame Sub-Total (Rounded)** | | | | - | - | - |
| **4** | **Upper Floors** | | | | | | |
| 4.01 | No works envisaged | | excl. | | | | |
| | **Upper Floors Sub-Total (Rounded)** | | | | - | - | - |
| **5** | **Roof** | | | | | | |
| 5.01 | No works envisaged | | excl. | | | | |
| | **Roof Sub-Total (Rounded)** | | | | - | - | - |
| **6** | **Staircases and Ramps** | | | | | | |
| 6.01 | No works envisaged | | excl. | | | | |
| | **Stairs and Ramps Sub-Total (Rounded)** | | | | - | - | - |
| **7** | **External Walls** | | | | | | |
| 7.01 | No works envisaged | | excl. | | | | |
| | **External Walls Sub-Total (Rounded)** | | | | - | - | - |
| **8** | **External Windows and Doors** | | | | | | |
| 8.01 | No works envisaged | | excl. | | | | |
| | **External Windows & Doors Sub-Total (Rounded)** | | | | - | - | - |
| **9** | **Internal walls** | | | | | | |
| 9.01 | Allowance for new partitions to 5th floor rooms | - | m2 | 150 | - | - | - |
| 9.02 | Ditto to 2nd and 3rd floor rooms where altered | - | m2 | 150 | - | - | - |
| 9.03 | Ditto glazed | - | m2 | 1,000 | - | - | - |
| | **Internal Walls Sub-Total (Rounded)** | | | | - | - | - |
| **10** | **Internal doors** | | | | | | |
| 10.01 | Refurbish internal doors to 2nd and 3rd floor rooms where altered (Say) | 10 | nr | 180 | 1,800 | 3.70 | 0.34 |
| 10.02 | Ditto but lock shut | 4 | nr | 200 | 800 | 1.65 | 0.15 |
| 10.03 | Allowance for replacing defective ironmongery | 1 | item | 2,500 | 2,500 | 5.14 | 0.48 |
| | **Internal Doors Sub-Total (Rounded)** | | | | **5,000** | **10** | **1** |
| **11** | **Wall finishes (on functional GIA basis)** | | | | | | |
| 11.01 | Ditto to walls on 2nd and 3rd floor rooms where altered | 486 | m2 | 60 | 29,160 | 60.00 | 5.57 |
| | **Wall Finishes Sub-Total (Rounded)** | | | | **29,000** | **60** | **6** |

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**DETAILS OF ESTIMATE**

| | | | | | Area (m2) | 486 |
|---|---|---|---|---|---|---|

**4.2 Library 2nd and 3rd Floor Works**

| | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|
| **12  Floor Finishes (on functional GIA basis incl skirtings and screed)** | | | | | | |
| 12.01 Ditto to 2nd and 3rd floor rooms where altered | 486 | m2 | 60 | 29,160 | 60.00 | 5.57 |
| **Floor Finishes Sub-Total (Rounded)** | | | | **29,000** | **60** | **6** |
| **13  Ceiling Finishes (on functional GIA basis)** | | | | | | |
| 13.01 Paint ceilings to 2nd and 3rd floor rooms where altered | 486 | m2 | 20 | 9,720 | 20.00 | 1.86 |
| 13.02 Extra over for allowance for acoustic treatment (say 40%) | 194 | m2 | 100 | 19,400 | 39.92 | 3.71 |
| **Ceiling Finishes Sub-Total (Rounded)** | | | | **29,000** | **60** | **6** |
| **14  Fittings (on functional GIA basis)** | | | | | | |
| 14.01 Counters / desks to 2nd and 3rd floor reading areas | 120 | m | 1,500 | 180,000 | 370.37 | 34.41 |
| 14.02 Allowance for new fixed fittings to 2nd and 3rd floor new teaching rooms | 4 | nr | 5,000 | 20,000 | 41.15 | 3.82 |
| 14.03 Allowance for signage etc | 486 | m2 | 15 | 7,290 | 15.00 | 1.39 |
| **Fittings Sub-Total (Rounded)** | | | | **207,000** | **427** | **40** |
| **15  MEPH Services** | | | | | | |
| 15.01 MEPH generally including the new lighting and alterations to other services | 486 | m2 | 500 | 243,000 | 500.00 | 46.45 |
| 15.02 Allowance for new access control (Say) | 10 | nr | 750 | 7,500 | 15.43 | 1.43 |
| 15.03 Allowance for re-installing AV systems | 1 | item | 5,000 | 5,000 | 10.29 | 0.96 |
| **MEPH Services Sub-Total (Rounded)** | | | | **256,000** | **525.72** | **48.84** |
| **16  External Works** | | | | | | |
| 16.01 No works | | excl. | | - | - | - |
| **External Works Sub-Total (Rounded)** | | | | **-** | **-** | **-** |
| **ESTIMATED ROUNDED NET CONSTRUCTION COST** | | | **£** | **686,000** | **1,411.52** | **131.13** |

**GT GARDINER &THEOBALD**

**SOAS Estate Strategy Works**

**Job No.: TBC**
**Client: Turnberry Consulting Ltd**
**Issue Date: 4 October 2022**
**Base Date: 3Q2022**

**DETAILS OF ESTIMATE**

**4.3 Library 5th Floor Works**

Area (m2)  1,497

| | | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|---|
| | **CONSTRUCTION COST** | | | | **Total (£)** | **£/m² GIA** | **£/sq ft GIA** | **%** |
| 1 | Facilitating / Demolition Works | | | | 121,000 | 81 | 7.51 | 6.2 |
| 2 | Substructure | | | | - | - | - | 0.0 |
| 3 | Frame | | | | - | - | - | 0.0 |
| 4 | Upper Floors | | | | - | - | - | 0.0 |
| 5 | Roof | | | | - | - | - | 0.0 |
| 6 | Staircases | | | | - | - | - | 0.0 |
| 7 | External Walls / Facades | | | | - | - | - | 0.0 |
| 8 | External Windows and Doors | | | | - | - | - | 0.0 |
| 9 | Internal Walls and Partitions | | | | - | - | - | 0.0 |
| 10 | Internal Doors | | | | 26,000 | 17 | 1.61 | 1.3 |
| 11 | Wall Finishes | | | | 80,000 | 53 | 4.96 | 4.1 |
| 12 | Floor Finishes | | | | 81,000 | 54 | 5.03 | 4.1 |
| 13 | Ceiling Finishes | | | | 77,000 | 51 | 4.78 | 3.9 |
| 14 | Fixtures and Fittings | | | | 211,000 | 141 | 13.09 | 10.8 |
| 15 | Services | | | | 801,000 | 535 | 49.71 | 40.9 |
| 16 | External Works | | | | - | - | - | 0.0 |
| | **Sub Total** | | | | **1,397,000** | **933** | **86.70** | **71.3** |
| 17 | Main Contractor's Preliminaries | 20.0% | | | 279,000 | 186 | 17.31 | 14.2 |
| 18 | Main Contractor's Overheads and Profit | 6.0% | | | 101,000 | 67 | 6.27 | 5.2 |
| | **Building Works Total** | | | | **1,777,000** | **1,187** | **110.28** | **90.7** |
| 19 | Design Development Risk Allowance | 5.0% | | | 89,000 | 59 | 5.52 | 4.5 |
| 20 | Construction Risk Allowance | 5.0% | | | 89,000 | 59 | 5.52 | 4.5 |
| | **Sub Total** | | | | **1,955,000** | **1,306** | **121.33** | **99.7** |
| 21 | Tender Inflation Estimate - excluded | | excl. | | - | - | - | 0.0 |
| 22 | Construction Inflation Estimate - excluded | | excl. | | - | - | - | 0.0 |
| | **Total Estimated Construction Cost** | | | | **1,955,000** | **1,306** | **121.33** | **99.7** |
| | **ESTIMATED ROUNDED CONSTRUCTION COST** | | | £ | **1,960,000** | **1,309** | **121.64** | **100** |
| 23 | Allowance for Professional Fees including Local Authority Fees | 15.0% | | | 294,000 | 196 | 18.25 | |
| 24 | Allowance for CIL | | excl. | | - | - | - | |
| 25 | Allowance for FF&E; say £150/m2 | | | | 224,000 | 150 | 13.90 | |
| 26 | Allowance for IT/AV; say £100/m2 as some re-use | | | | 149,000 | 100 | 9.25 | |
| 27 | Project Contingency | 10.0% | | | 262,000 | 175 | 16.26 | |
| 28 | VAT | 20.0% | | | 578,000 | 386 | 35.87 | |
| | **Total Estimated Construction Cost** | | | | **3,467,000** | **2,316** | **215.16** | |
| | **ESTIMATED ROUNDED DEVELOPMENT COST** | | | £ | **3,470,000** | **2,318** | **215.35** | **-** |

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**DETAILS OF ESTIMATE**  Area (m2)  1,497

**4.3 Library 5th Floor Works**

| | | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|---|
| **1** | **Facilitating / Demolition Works** | | | | | | |
| 1.01 | Allowance for general soft strip including existing services (no mech vent and retain perimeter heating) | 1,497 | m2 | 50 | 74,850 | 50.00 | 4.65 |
| 1.02 | Extra over for the careful removal of AV equipment for re-use | 1 | item | 7,500 | 7,500 | 5.01 | 0.47 |
| 1.03 | Removal of internal walls to 5th floor and making good | 362 | m2 | 75 | 27,150 | 18.14 | 1.68 |
| 1.04 | Allowance for overhauling windows | 1 | item | 12,000 | 12,000 | 8.02 | 0.74 |
| 1.05 | Extra over allowance for asbestos removal | | excl. | | - | - | - |
| | **Facilitating / Demolition Works Sub-Total (Rounded)** | | | | **121,000** | **81** | **8** |
| **2** | **Substructure** | | | | | | |
| 2.01 | No works envisaged | | excl. | | | | |
| | **Substructure Sub-Total (Rounded)** | | | | - | - | - |
| **3** | **Frame** | | | | | | |
| 3.01 | No works envisaged | | excl. | | | | |
| | **Frame Sub-Total (Rounded)** | | | | - | - | - |
| **4** | **Upper Floors** | | | | | | |
| 4.01 | No works envisaged | | excl. | | | | |
| | **Upper Floors Sub-Total (Rounded)** | | | | - | - | - |
| **5** | **Roof** | | | | | | |
| 5.01 | No works envisaged | | excl. | | | | |
| | **Roof Sub-Total (Rounded)** | | | | - | - | - |
| **6** | **Staircases and Ramps** | | | | | | |
| 6.01 | No works envisaged | | excl. | | | | |
| | **Stairs and Ramps Sub-Total (Rounded)** | | | | - | - | - |
| **7** | **External Walls** | | | | | | |
| 7.01 | No works envisaged | | excl. | | | | |
| | **External Walls Sub-Total (Rounded)** | | | | - | - | - |
| **8** | **External Windows and Doors** | | | | | | |
| 8.01 | No works envisaged | | excl. | | | | |
| | **External Windows & Doors Sub-Total (Rounded)** | | | | - | - | - |
| **9** | **Internal walls** | | | | | | |
| 9.01 | Allowance for new partitions to 5th floor rooms | - | m2 | 150 | - | - | - |
| 9.02 | Ditto to 2nd and 3rd floor rooms where altered | - | m2 | 150 | - | - | - |
| 9.03 | Ditto glazed | - | m2 | 1,000 | - | - | - |
| | **Internal Walls Sub-Total (Rounded)** | | | | - | - | - |
| **10** | **Internal doors** | | | | | | |
| 10.01 | Refurbish internal doors to rooms | 71 | nr | 180 | 12,780 | 8.54 | 0.79 |
| 10.02 | Ditto but lock shut | 29 | nr | 200 | 5,800 | 3.87 | 0.36 |
| 10.03 | Allowance for replacing defective ironmongery | 1 | item | 7,500 | 7,500 | 5.01 | 0.47 |
| | **Internal Doors Sub-Total (Rounded)** | | | | **26,000** | **17** | **2** |
| **11** | **Wall finishes (on functional GIA basis)** | | | | | | |
| 11.01 | Paint wall finishes to newly formed rooms to 5th floor | 736 | m2 | 60 | 44,160 | 29.50 | 2.74 |
| 11.02 | Ditto to corridors | 279 | m2 | 75 | 20,925 | 13.98 | 1.30 |
| 11.03 | Ditto to rooms with no alteration works | 243 | m2 | 60 | 14,580 | 9.74 | 0.90 |
| | **Wall Finishes Sub-Total (Rounded)** | | | | **80,000** | **53** | **5** |

**DETAILS OF ESTIMATE**

Area (m2)    1,497

**4.3 Library 5th Floor Works**

| | Quantity | Unit | Rate | Total | Cost/m2 GIA | Cost/ft2 GIA |
|---|---|---|---|---|---|---|
| **12 Floor Finishes (on functional GIA basis incl skirtings and screed)** | | | | | | |
| 12.01 New floor coverings to newly formed rooms to 5th floor - assume carpet including making good substrate | 736 | m2 | 60 | 44,160 | 29.50 | 2.74 |
| 12.02 New corridor flooring | 279 | m2 | 75 | 20,925 | 13.98 | 1.30 |
| 12.03 Ditto to rooms with no alteration work | 243 | m2 | 65 | 15,795 | 10.55 | 0.98 |
| | | **Floor Finishes Sub-Total (Rounded)** | | **81,000** | **54** | **5** |
| **13 Ceiling Finishes (on functional GIA basis)** | | | | | | |
| 13.01 Paint ceiling to newly formed rooms on 5th floor | 736 | m2 | 20 | 14,720 | 9.83 | 0.91 |
| 13.02 Extra over for allowance for acoustic treatment (say 40%) | 294 | m2 | 100 | 29,400 | 19.64 | 1.82 |
| 13.03 Replace corridor ceiling | 279 | m2 | 100 | 27,900 | 18.64 | 1.73 |
| 13.04 Paint ceilings to rooms with no alteration work | 243 | m2 | 20 | 4,860 | 3.25 | 0.30 |
| | | **Ceiling Finishes Sub-Total (Rounded)** | | **77,000** | **51** | **5** |
| **14 Fittings (on functional GIA basis)** | | | | | | |
| 14.01 Allowance for new fixed fittings to 5th floor shared office | 27 | nr | 4,500 | 121,500 | 81.16 | 7.54 |
| 14.02 Ditto to 5th floor single office | 13 | nr | 1,500 | 19,500 | 13.03 | 1.21 |
| 14.03 Ditto to 5th floor informal / amenity | 3 | nr | 7,500 | 22,500 | 15.03 | 1.40 |
| 14.04 Ditto to 5th floor meeting room | 3 | nr | 5,000 | 15,000 | 10.02 | 0.93 |
| 14.05 Allowance for signage etc | 1,497 | m2 | 15 | 22,455 | 15.00 | 1.39 |
| 14.06 Allowance for making good WC areas | 2 | nr | 5,000 | 10,000 | 6.68 | 0.62 |
| | | **Fittings Sub-Total (Rounded)** | | **211,000** | **141** | **13** |
| **15 MEPH Services** | | | | | | |
| 15.01 MEPH generally including the new lighting and alterations to other services | 1,497 | m2 | 500 | 748,500 | 500.00 | 46.45 |
| 15.02 Allowance for new access control (Say) | 50 | nr | 750 | 37,500 | 25.05 | 2.33 |
| 15.03 Allowance for re-installing AV systems | 1 | item | 15,000 | 15,000 | 10.02 | 0.93 |
| | | **MEPH Services Sub-Total (Rounded)** | | **801,000** | **535.07** | **49.71** |
| **16 External Works** | | | | | | |
| 16.01 No works | | excl. | | - | - | - |
| | | **External Works Sub-Total (Rounded)** | | **-** | **-** | **-** |
| **ESTIMATED ROUNDED NET CONSTRUCTION COST** | | | £ | **1,397,000** | **933.20** | **86.70** |

# APPENDIX A

**LAYOUT PLANS**

Share Office
Single Office
Informal / Amenity
Metting Room

Existing Second Floor Plan

Kendall Kingscott

Chartered Architects
Chartered Building Surveyors
Interior Designers
CDM Services

3 GP Centre, Yeoman Road,
Ringwood, Hampshire, BH24 3FF

+44 (0)1425 472 833
www.kendallkingscott.co.uk
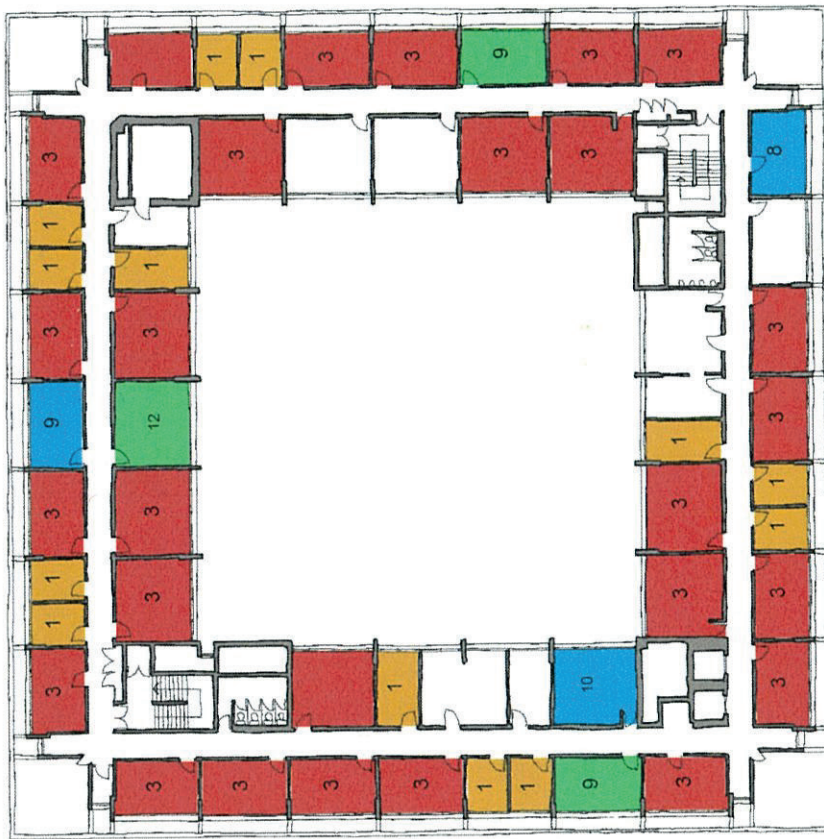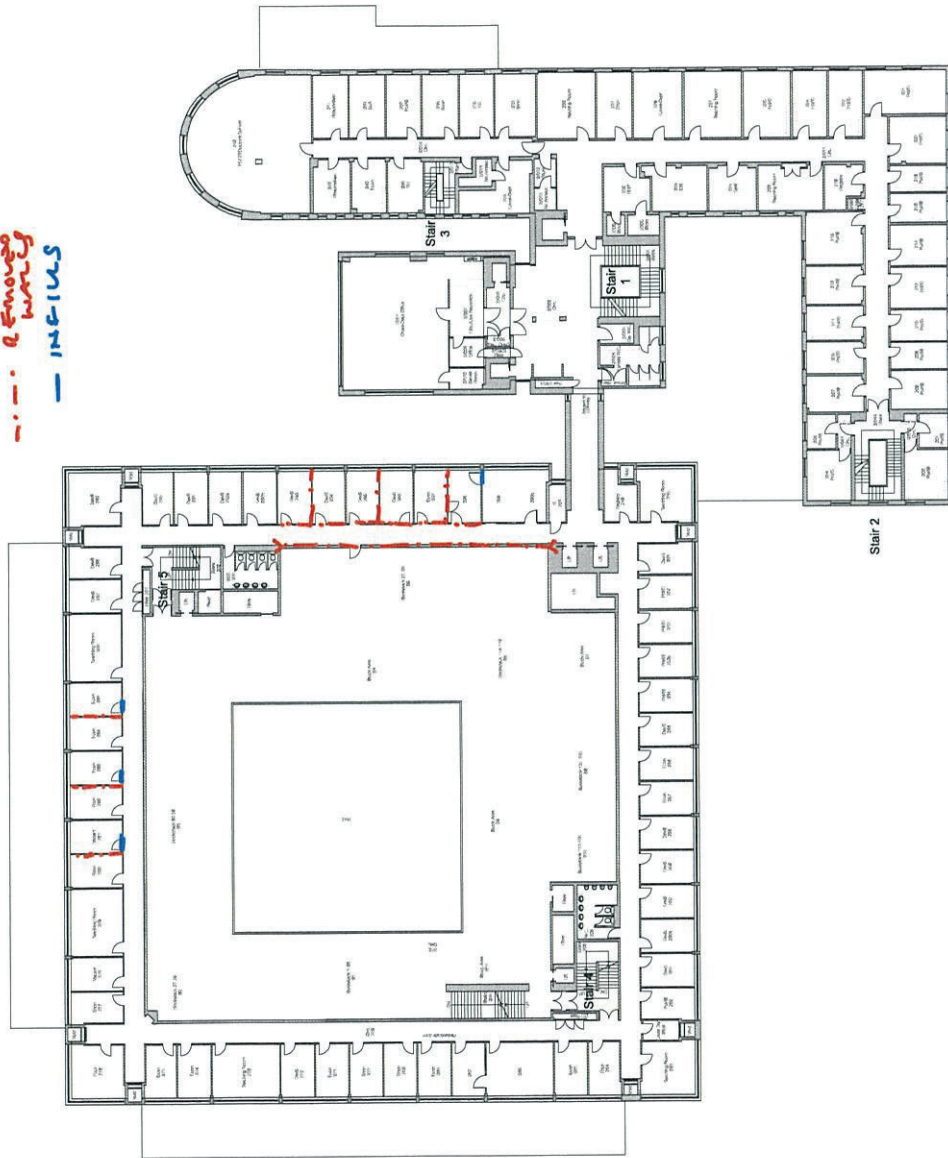
Project
Philips & College Building

Client
SOAS University of London

Scale        Paper Size    Filename
1:200        A1            210222.vwx
© Copyright    Do not scale this drawing

Drawing Title
Existing Second Floor Plan

Project Number
1210

Date        Drawn    Checked    Status
25/02/22    KW       MM         Informative

Check all dimensions and levels on site