



**ACBEE**

Accelerating Change in Built Environment Education

Annual Report

2005

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Cover photo:  
Provided from the Virtual<sup>site</sup> database  
at Leeds Metropolitan University,  
an ACBEE Phase 2 Case Study.

## Foreword

This year we have taken forward the work begun in the first phase of the ACBEE programme. We have expanded the number of case studies on which we can base our thinking and conclusions. Importantly, we have developed an overall model for industry-academic engagement which establishes a framework for our further work. We have also made progress on thinking through what a regional ACBEE programme might look like, and are in process of putting together a project on this basis in the South East.

I am more and more convinced that this is vitally important work. There is increasing concern not just about skill shortages, but about whether our educational systems are capable of producing the kind of trained and educated people that our modern economy requires. The Latham/Egan agenda of greater partnership and collaboration has still a long way to go and Government is keen to encourage the development of sustainable communities throughout the regions. However, we are still not producing the kind of multidisciplinary people that these new models call for; and the professional institutions are not yet doing all they might to facilitate and speed up these changes. Furthermore, the finance system in Higher Education tends to incentivise student wishes rather than respond to employer needs.

So a programme like ACBEE is focusing on the right key issues.

We are grateful to the Strategic Forum and to CITB-ConstructionSkills for their continued support. We are also grateful to BRE Trust for their sponsorship of our conference. In phase three of our work we hope to offer a clear proven model of how a good relationship works between industry and academe and how its success and quality can be measured. And through our case studies we will have produced a network of people who have made our ideas work in practice.



John Hobson, Chairman of ACBEE,  
former Director of the DTI Construction Directorate

June 2005



## ACBEE

# Improving industry performance through industry-education engagement

## Executive overview

The second year of the ACBEE (Accelerating Change in Built Environment Education) programme, which is aimed at improving higher education in the built environment, has been one of consolidation. During this time ACBEE has continued in its efforts to broaden awareness of the contribution that industry-education engagement can make towards improving the student learning experience and producing graduates capable

of helping the industry deliver ongoing improvement. The year has seen further intellectual development of a framework to classify and measure engagement levels. We are now identifying key performance measures to support our further work and are continuing to identify additional case studies. Important steps are also being taken to engage the sector at regional levels.

### Phase One – 2003-2004

- **Prospectus** – a detailed statement of ACBEE purpose, nature and overall objectives
- **Workshops** – bringing together industry, institutions and higher education to investigate the issues of measuring performance in industry-university engagement
- **Debate** – a major debate on the issues facing the industry and its educators. It shaped subsequent workshop content and guided the overall investigation
- **Case Studies of Excellence** – Twenty three case studies were identified, interviewed and written up
- **Website** – launched to promote ACBEE and the case studies
- **Phase One Report** – launched by Peter Rogers, chair of the Strategic Forum in June 2004

To date ACBEE has identified many different forms of engagement between industry, the professional institutions and academia and is now developing a robust engagement measurement framework and putting indicators in place to measure and demonstrate successful engagement outcomes.

### Phase Two – 2004-2005

- **Case Studies of Excellence** – a further 19 case studies have been identified, written up and are available on-line ([www.acbee.org](http://www.acbee.org))
- **ACBEE Conference** – a national industry-education conference held in London, June 2005, to coincide with publication of this report
- **Methodology for measuring performance** – a 'Framework of Engagement' has been developed, tested and implemented, with pilot cases and performance measures
- **Phase Two report** – on ACBEE's findings and the application of its engagement framework to the phase one case studies
- **Regional development** – Exploring the value of regional engagement, building on work undertaken in the South-east region

Ultimately the aim is for built environment curricula in Higher Education Institutions (HEIs) to reflect and support the ideas and philosophy encapsulated and defined within 'Rethinking Construction', post Latham and Egan.

The ACBEE programme is endorsed by the Strategic Forum for Construction, funded by CITB-ConstructionSkills and project managed by CEBE at the University of Salford.

# Accelerating Change in Built Environment Education

## Introduction

ACBEE was formed in 2003 to focus on the need for the built environment industry and higher education to attract and appropriately educate sufficient graduates for an ever changing industry working with more demanding clients.

ACBEE aims to encourage the industry, higher education institutions (HEIs) and professional bodies to work together to improve dialogue and provide more relevant training and education. This is in response to the culture and process changes facing the industry and its academic colleagues in implementing the ideas put forward by the Latham and Egan reports that propose a more collaborative and integrated industry.

ACBEE promotes the need for courses and teaching programmes to align with current industry themes and demonstrate positive examples of university, industry or institutional partnerships that are measurable in ways that show how they contribute to the advancement of the built environment industry and the society it serves. ACBEE aims to achieve this by:

- Promoting successful case studies that demonstrate engagement between industry and HEIs, aligning to key industry themes<sup>1</sup>.

- Developing methods of measuring their success
- Encouraging the development of courses that demonstrate improved industry performance

The ACBEE programme results from the views of many leading educational, industry and institutional observers, whose wider issues and opinions will continue to be taken into account. ACBEE is funded by CITB-ConstructionSkills<sup>2</sup>, and forms part of the Accelerating Change agenda endorsed by the Strategic Forum. CEBE (Centre for Education in the Built Environment) provides the secretariat, research management and administrative support.

ACBEE is guided by a pan-industry steering group that includes representatives from CITB-ConstructionSkills, Construction Industry Council, Constructing Excellence in the Built Environment, CEBE and the Engineering Subject Centre<sup>3</sup>, as well as academic and industry specialists, professional institutions and trade associations.

<sup>1</sup> Over 40 case studies are now complete and available on-line at [www.acbee.org](http://www.acbee.org)

<sup>2</sup> CITB-ConstructionSkills, CITB (NI) and the Construction Industry Council (CIC) work in partnership as the Sector Skills Council for Construction

<sup>3</sup> CEBE and the Engineering Subject Centre are part of the subject network that is part of the UK-wide Higher Education Academy

## Where are we now?

The need for the construction industry to adapt and change to meet increased client expectations has been recognised since Latham and Egan, with a clear need to improve business processes, enhance performance and deliver greater value to industry participants and stakeholders.

Meeting this challenge is vital to the future success of the industry, particularly education providers who must actively seek to develop links with, and understand the needs of the industry. Only with the industry and academia working together in partnership with professional institutions and government will we be able to deliver the workforce required to achieve these changes<sup>1</sup>.

### Educational reform

ACBEE's work is vital to reform and accelerate built environment education and promote true education partnerships that embrace the principles of Rethinking Construction. Links between industry and higher education institutions (HEIs) need to be embedded in the education process. This will result in national and regional partnerships and industry and educational links that create an integrated construction 'knowledge supply chain'. This will help to secure the appropriate number and quality of graduates – when and where industry needs them and enable the industry to deliver the enhanced performance which construction clients demand.

To help this the Higher Education financial system needs to incentivise these objectives rather than heeding student wishes and rewarding HEIs according to the popularity of

courses and student numbers. Understanding these issues is even more critical when we consider the likely large increase in vocational education that government policy will generate in the next few years<sup>2</sup>.

### Positive engagement

The educational drive is for vocational disciplines to encourage engagement between industry and HEIs to help the industry recruit and retain higher quality young professionals. In this way the performance of projects and businesses will benefit and so will the image of the industry and its professions. The challenge is to increase dialogue, develop shared understanding, evaluate what works and what doesn't, and then promote further positive engagement.

With the industry and HEIs as true partners contributing to the development of curricula, students will receive appropriate education. This will ensure transition to the industry workplace is smooth and trauma free, providing graduates that are an asset and who can engage in purposeful activity and add value from day one.

To meet future challenges we need to improve the value of education and address the disconnectedness between industry and education providers. Our vision is an integrated construction knowledge supply chain that fully embraces the Rethinking Construction agenda for the future.

<sup>1</sup> Ref: Lambert Review of Business – University Collaboration (2003) HM Treasury, London

<sup>2</sup> Ref: HEFCE Strategic Plan 2003-2008 (April 2005/16) – available on-line from [www.hefce.ac.uk](http://www.hefce.ac.uk)

## Consultation process

Since its inception and throughout the past year the ACBEE process has been inclusive, working with the people who can make a difference to how built environment education is provided and who can ensure the industry has a readily available and appropriately skilled and knowledgeable workforce. Throughout this process ACBEE has set out to work with and to consult industry as widely as possible. This has been achieved through input to steering committees, feedback on ACBEE circulars and concept development.

### Industry

Opportunities have also been taken to present ACBEE to industry audiences, such as:

- Revaluing Construction Conference – March 2005, Rotterdam
- HSE Health & Safety Risk Management Conference – Dec 2004, London
- 'After Lambert: employers and HE enhancing employability - partnerships for student learning' – Nov, 2004, Careers Research and Advisory Centre, London

By spreading the message in this way we believe that industry can be made aware of the opportunities that can be developed in working with universities.

### Education

ACBEE has been engaging with the academic community, education professionals and funding bodies by submitting their work and ideas for peer review and challenge. As a result a number of conference and workshop papers have been presented including:

- The International Conference on Enhancing Student Employability Team, Birmingham, January 2005
- Associated Schools of Construction, International Conference at the University of Cincinnati, USA, April 2005

Amongst the many case studies ACBEE has identified, a number have been show-cased at industry and academic events around the country, helping to inform as wide an audience as possible about ACBEE and the benefits of engagement. (*Ref. phase 2 case studies: Appendix Two*)

### Regional development

As part of widening awareness of industry-education collaboration, and because of its importance for construction improvement, ACBEE has been examining industry's needs in supporting the Regional Development Agencies. Prompted by Government, the RDAs are turning their attention to urban renaissance and the development of sustainable communities. This requires regions to ensure a sufficient supply of appropriate skills and for regional HEIs, FE colleges and industry to align themselves to help meet this demand.

The South East England Development Agency (SEEDA) is the lead RDA nationally for construction. In 2004 ACBEE formed a South East Group and, working in conjunction with the SEEDA-supported South East Construction Skills Forum, ACBEE ran a regional industry-university workshop at Reading University in June, followed by a report on the observations that emerged. The ACBEE South East group now plan to examine further the needs of regional industry-education engagement through a structured programme of research across the region. This could lead to a roll out into other regions.

In addition to the above, one of ACBEE's latest case studies - 'Re-education for Rethinking Construction' – is a partnership between the North West Development Agency (NWD), University of Salford and the Centre for Construction Innovation.

### ACBEE industry-education conference

A major national ACBEE conference, to be held in London in June 2005, will include key speakers including Peter Rogers and Sir Michael Latham. This will bring together a wide range of observations, highlight ACBEE progress and success to date and herald the start of the third phase of the ACBEE programme.

### International links

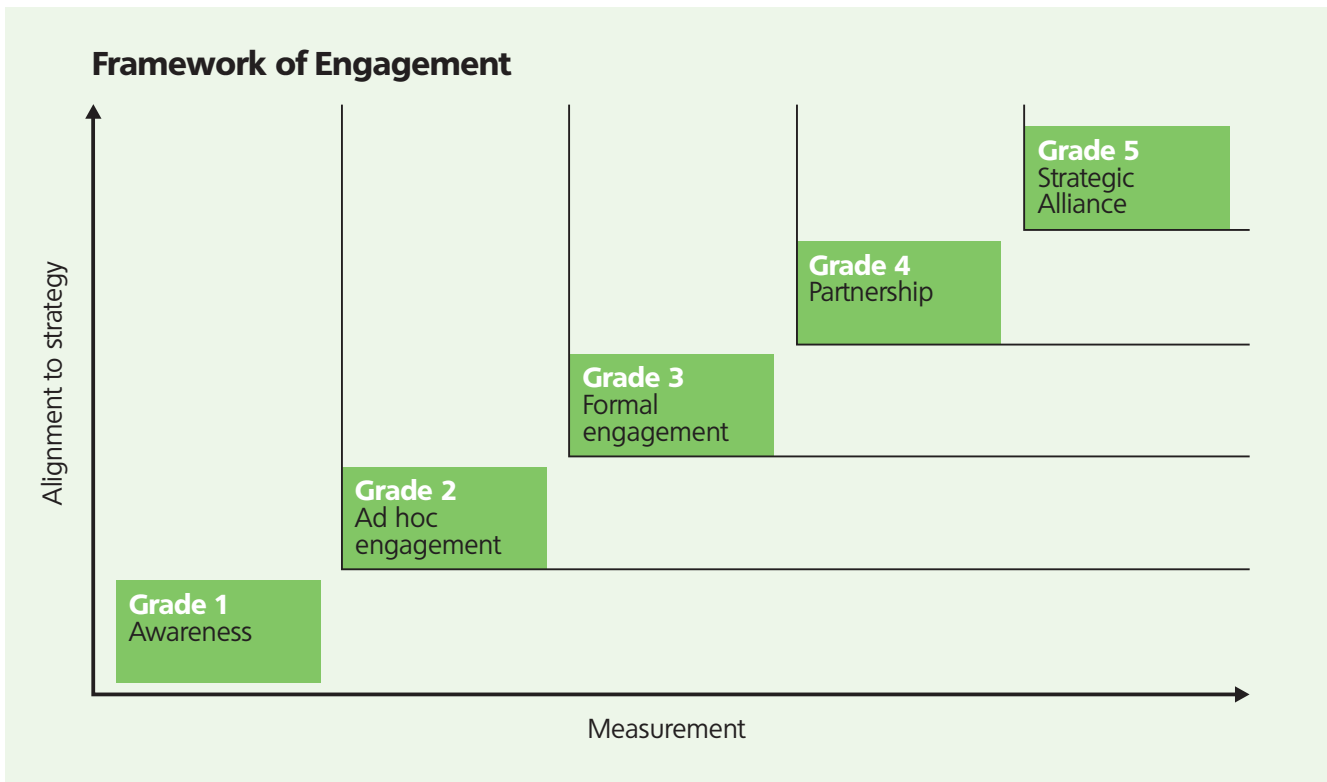
In the past year the team also began to internationalise the ACBEE concept by dialogue with change agents around the world who are interested in improving built environment education. Contacts have been made in Europe, the US, South East Asia and Australia.

## Framework for evaluating engagement

A key output from ACBEE phase 2 is a framework that permits an evaluation and a categorisation of industry-HEI engagement based upon pre-determined criteria. The framework (detailed in Appendix One) provides a qualitative foundation from which to start the process of classifying and eventually measuring the true benefits of industry-university engagement. Ultimately

this will enable quantitative evaluation and the definition of key performance indicators that can be used to measure progress.

The framework categorises engagement activity at various levels and is intended to embrace all forms of engagement. As such it grades levels of collaboration as follows:



In addition an engagement scorecard has been developed to assist the assessment and work is under-way to evaluate some of the existing case studies.

Fundamental to the framework is the development of a robust set of key performance indicators. However, it is clear to the ACBEE team that there will be a need to take into account the wide range of different performance measures currently employed before it is possible to identify a clear set of KPIs. Although, considering Phase 1 and Phase 2 case studies, a long list of possible KPIs could be produced, these will need

to be ordered to arrive at a consensus. Typical of such eventual measures might be indicators for:

- Increased graduate quality
- Enhanced recruitment into the industry
- Improved retention rates – both at university and in the workplace

Further indicators might prove relevant and useful in supporting specific graduate output requirements at regional levels. These may be investigated as part of ACBEE's future regional study programme.

## Next steps

During consultations on the engagement framework and metrics, the issue of 'Quality' was identified as controversial and needing more work. Linked to this is the challenge of collecting appropriate data and identifying the KPIs that indicate the degree of engagement success. This will be studied further in the next phase.

The coming year will see further testing and development of the framework and its implementation methodology. Live projects that actively seek to establish Level 4 or 5 engagement will be encouraged and developed with interested companies and academics, with the ACBEE team facilitating in the development of such partnerships.

Specifically, in phase three, ACBEE plan to:

- Identify, write-up and publish 5 case studies based on 'strategic alliances' and 10 case studies based on 'partnerships'
- Organise, manage and present a symposium on industry/education engagement as part of the Annual Built Environment Education Symposium in January 2006
- Develop the existing case study network in order to test the framework and assist in establishing a proven set of key performance indicators for the built environment for measuring industry/education engagement activities
- Publish a report of the findings in Phase Three and the application of metrics to case studies
- Explore and report on the value of regional networking, building on the work in the South East and North West regions



# Appendix One

## The ACBEE engagement framework

The framework that ACBEE has developed to help assess industry-university engagement has been refined as a result of feedback from a variety of interested parties amongst industry, HEIs and professional bodies. It permits an evaluation and a categorization of engagement based on pre-determined criteria. The qualitative framework shown below starts the process of classifying engagement and provides a foundation for measurement and subsequent quantitative evaluation. It considers the nature of the engagement and how strategically aligned the activity is to participant objectives. An engagement which is based upon strategic intent is likely to be more fruitful than one which is not.

The framework categorises the engagement activity that exists at levels ranging from 'awareness' through to that which could be described as a 'strategic alliance'. This spectrum is intended to embrace all forms of engagement. It can be considered from the perspective of either an HEI or its industry participant(s).

In proposing this framework it is intended that any form of engagement between industry and higher education could be evaluated and categorised. A generic description of each type of engagement is provided below:

- **Grade 1 - Awareness activity** is concerned with providing information (push/pull) with no agreement or form of evaluation beyond recording the activity taking place.
- **Grade 2 - Ad-hoc engagement** will focus on a specific operational need. There may be an informal agreement and any evaluation would also be informal.
- **Grade 3 - Formal engagement** is driven by operational requirements with explicit objectives set down in a formal agreement. This agreement should include a formal measure of quality and there will be an explicit evaluation process.
- **Grade 4 - Partnership** is driven by business needs. Shared objectives are agreed and set down in a partnership agreement. There will be a formal evaluation procedure detailing how, when and by whom the evaluation will be conducted.
- **Grade 5 - Strategic alliance** is driven by business strategy and is designed to satisfy the specific strategic business needs of the partners. The strategic objectives will be agreed and set down in an over-arching alliance agreement (memorandum of understanding). There will be a clear and documented measurement process that includes targets, success criteria, measurement, feedback and forward planning.

Even at the initiation of an activity, with appropriate planning, the opportunity exists for collaborators in an engagement activity to attain any grade within the framework from Grade 1 to Grade 5. There are two characteristics of each engagement that must be considered. The first considers the drivers and purpose of the engagement and how these are aligned to the business "strategy" of the collaborating organisations. The second concerns measurement of activity. Here it is necessary to consider what evidence would demonstrate positive outcomes; and, the nature of performance evaluation to be undertaken in identifying what is measured and how it is measured.

### Evaluation and Categorization Process

This would consider specific engagement activities (the micro-level). Collecting and examining the evidence base for each engagement in respect of 'driver', 'form', 'purpose' and 'performance evaluation' would permit categorization. In evaluation, the appropriate 'evidence' would be collected to provide a qualitative assessment. In addition to this

classification, a quantitative 'weighted' assessment could be produced by considering aspects of 'scale' which would need to be measured for each of the cases; for example, how many students, credit rating, monetary value or number of industrialists involved. Combining the two would produce the overall measure.

As the activity moves up the framework it is likely that these separate assessments would be more integrated. A draft scorecard has been developed to assist with the evaluation and categorization process. This will be further tested and refined in the next phase of the research.

Once an evaluation of each case-study has been completed and 'scaled' to produce a 'score', it would be possible to combine all case-studies from a particular HEI or company and in the process identify those organisations that take engagement seriously. Assessing the quality of the engagement activity is an important step in the process and it requires that appropriate KPIs for each case study must be identified.

Overall the framework provides a scale against which activity can be assessed. Collectively, by measuring a wide range of case studies, there is also the potential to present a view of where industry and HEIs would like to see their interactions and collaborations move, with the aim of improving the education 'output' process.

The framework and scorecard approach provide a mechanism to classify collaboration in relation to the ACBEE reference framework. This was developed bearing in mind current government policy initiatives and latest thinking in education circles, although this still does not yet address the 'quality' issue. Thus far ACBEE has not been able to identify a clear set of KPIs. Indeed it is likely that the existing case studies will produce a long list of possible KPIs which will need to be ordered within an agreed framework.

Despite these complexities, a consensus would appear to be forming surrounding the importance of the following issues:

- **Increased graduate quality** – this has multiple dimensions and individual cases could address one dimension or more of them. For example a module on Health & Safety or Lean Construction might focus upon one dimension or knowledge set but an integrated Project Management programme is obviously working on making improvements across multiple dimensions, as would a programme on Sustainability. Increasing graduate quality should also impact directly upon industry performance.
- **Enhanced industry recruitment** – as a result of a better qualified and more motivated workforce the industry will find it easier to attract staff of the appropriate quality to ensure it is equipped with the human resource capacity required to deliver increasing client expectations on increasingly large and complex projects.
- **Improved retention rates** – both at university and in the workplace. Once graduates enter the workplace their appreciation of the nature of their work, arising from increased engagement during the education process, will benefit individual organisations and the industry collectively. Interesting and challenging university curricula that engage at many levels with industry will ensure students are likely to persevere with their early career choices.

If these three categories are determined as the first key measures, then finding the appropriate indicators, data sources and data collection methodologies to provide meaningful benchmarks will be another challenge. ACBEE has commenced the debate in this area and future work will seek to directly address this point in developing the existing case-study network. It will consider what is to be measured in the case studies and then work towards a standard, meaningful set of KPIs which can measure true industry/HEI engagement and identify best practice and the value-added outputs of industry-education engagement.

# Appendix Two

## ACBEE Phase Two Case Studies

### Higher National Certificate (HNC) in Contracting Management

Electrical Contractors Association, Lauder College, Eastleigh College, Loughborough College, Stourbridge College, Bromley College and Leeds College of Technology

This course enables candidates to widen their development as managers. It provides them with the knowledge, concepts, techniques and skills to effectively fulfil their managerial responsibilities.

### Canal Engineering Design Competition

University of Nottingham and Canal Engineering Ltd, Nottingham

A collaborative industry-university design competition between the Institute of Architecture at Nottingham and Canal Engineering. The winning scheme was developed, fabricated and built with the students' involvement in all stages.

### Disasters and Hazards Exercise

Queen's University, Belfast, and HSE, NI

Disasters are investigated to show their impact on civil engineering practice, so that students can learn to identify hazards and appreciate the responsibilities of engineers and other professionals.

### Student Centred Learning Using Live Case Studies

Sheffield Hallam University and Peak National Park Planning Authority

This uses 'live' projects to simulate real situations. It integrates previous and current studies and uses a student centred approach that requires each team to use a variety of transferable skills to fulfil the role of a multidisciplinary practice.

### Master of Interdisciplinary Design & Management (MIDM)

The University of Hong Kong and The Ove Arup Foundation

By bringing together emerging leaders committed to change, MIDM nurtures the skills needed to exploit the creative power that underpins the design and construction industry, but which depends upon integrated teams for project success.

### Construction Professional Development Programme

University of Ulster, CITB (NI) and CIOB

A Construction Professional Development Programme relating to the skills required by new graduate level entrants in today's construction industry. Developed by CITB (NI) it helps those undertaking part-time or full-time built environment HND or degree courses.

### NWDA – Constructing Excellence in the North West

CCI/University of Salford and NWDA

This two-year undertaking for the Northwest Development Agency (NWDA) delivered a customised training package for employees, clients and contractors. The work involved extensive training and raising awareness in line with Rethinking Construction and Better Public Buildings principles.

### Design-a-job

CITB Construction Skills, The Wigzell Company and GTI

An annual competition, judged by construction professionals, for students studying built environment degrees from one of 12 Universities. One objective is to widen student knowledge of commercial and sustainable agendas. The course also brings together Civil Engineering Health & Safety teaching into one module.

### Virtualsite

Leeds Metropolitan University and consortium of national contractors and local suppliers

A learning resource that offers on-line construction-related educational materials for use in schools and HEIs. A photorealistic virtual tour of a building project has been created, based upon images contributed by national contractors and local suppliers in West Yorkshire.

### MSc Construction Law and Arbitration

Leeds Metropolitan University and visiting faculty from the legal profession

The taught components in this MSc are delivered by selected full-time staff and practising legal professionals to ensure that students receive up to date material placed in the context of an ever changing legal environment.

### BSc Construction Management

University of Salford and industrial consortium

A fully sponsored programme that has been in operation for over 15 years. It has an established consortium of industry supporters who sponsor students and provide input into curriculum design.

### MSc (Construction, Infrastructure, Real Estate) – Visiting Lecturer

Bauhaus-Universität Weimar and Ernst & Young, Germany

In this Management (Construction, Infrastructure, Real Estate) programme Dr. Karl Hamberger from Ernst & Young, Germany, provides a lecture programme on the 'Taxation of Real Estates'. Teaching interaction with a focus on practical application.

### MSc IT Management in Construction

University of Salford and Construct IT consortium

Emphasis is placed on managing IT to deliver strategy; maximising integration and interoperability to enhance and improve organisational performance. The programme offers flexible study, development of in-depth knowledge of strategy and industrially based integrated project/coursework.

### Increasing the supply of tilers into local markets in NW

Accrington FE College and Caseys Construction

A medium sized contracting organisation faced with serious craft labour shortages set out to ensure an adequate supply of tilers in the local economy by working in partnership with a local FE college.

### Distance learning collaboration in Africa

University of Bath and CIOB, Africa

A local support network which co-ordinates Bath's MSc in Construction Management distance learning programme in South Africa. A focus of the collaboration is to achieve capacity development of the individual and local communities where participants live.

### Rethinking decision making on strategic risks

Institution of Civil Engineers and the Universities of Bath and Bristol

A partnership between a professional institution, university researchers and industrial collaborators to undertake an action learning programme with executives from industry that would assist in future decision making on strategic risks and opportunities.

### SteelCAL Self Learning Environment

The Steel Construction Institute, Corus plc, Arcelor SA, Staalbouw NL Universities: Sheffield, Cardiff, City, Portsmouth, Cottbus, CUST, TUDelft, Trento SteelCAL is an interactive environment where learning material for structural engineers is based on the new structural Eurocodes and delivered in modular form. The nine modules were written by pan European teams of academics.

### BSc Construction Engineering Management

University of Loughborough and industrial consortium

A partnership between Loughborough University and fifteen large construction organisations to promote, organise and deliver a Bachelor of Science Honours Degree in Construction Engineering Management.

### MSc Interdisciplinary Management of Projects

The Bartlett School, London, and BDP, Bovis Lend Lease, Davis Langdon, The Happold Trust, John Doyle Group, Land Securities, Mace, Schmidlin, Skanska, Taylor Woodrow and WSP

A course designed for tomorrow's industry's leaders. This premier postgraduate education programme takes forward the new post-Egan, Strategic Forum-led agendas and draws on significant contributions from leading UK organisations within and beyond construction

Full details of these cases are available on line at [www.acbee.org](http://www.acbee.org)

# Appendix Three

## ACBEE Steering Group Members

### Chairman

- John Hobson, former Director of the DTI Construction Directorate

### HEI representation

- Mel Lees, University of Salford, Deputy Director, CEBE (Centre for Education in the Built Environment)
- Prof. George Henderson, Senior Academic Advisor, CEBE
- Sarah Williamson, Academic Co-ordinator, Loughborough University – Engineering Subject Centre

### Industry

- Sheila Hoile, Director of Skills Strategy, CITB-ConstructionSkills
- Stef Stefanou, Chairman, John Doyle plc
- Sue Hobbs, Constructing Excellence in the Built Environment
- Oliver Whitehead, Chief Executive, Alfred McAlpine plc

### Professional and trade bodies

- Mike Ankers, Chief Executive, Construction Products Association
- Paul Hyett, Chairman of RyderHKS and past President, RIBA
- Graham Watts, Chief Executive, Construction Industry Council

### Organisation, administration and research

- Ian Cooper, Eclipse Research Consultants – adviser
- Eddie Coulter, Communications strategy and media – adviser
- Pam Lowe, ACBEE Administrator, c/o CEBE, University of Salford
- Aled Williams, ACBEE Project Manager, Academic Co-ordinator, CEBE
- Stephen Allen, ACBEE Research Fellow, University of Salford

## ACBEE South East Group Members

- Brian Wood (Chair), Oxford Brookes University/SE Skills Forum (SESF)
- Angus Foster (Deputy Chair), CIOB/CIC/SESF
- Steve Bull, CITB-Construction Skills SE and SESF
- Derek Rees, South East Centre for the Built Environment (SECBE)/Constructing Excellence
- John Hobson, ACBEE (national chairman)
- Eddie Coulter ACBEE (national steering group)



## ACBEE

Accelerating Change in Built Environment Education

c/o CEBE at the University of Salford  
Greater Manchester M5 4WT  
Telephone: 0161 295 5944  
E-mail: p.lowe@salford.ac.uk