

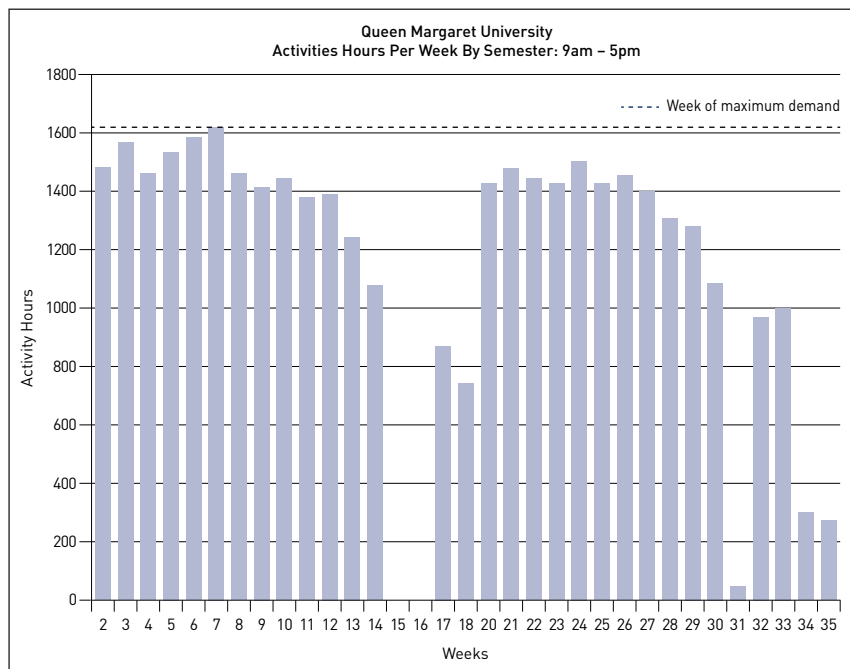
Common patterns of demand for teaching space in further and higher education

1. Demand for teaching space across a teaching year and a teaching week reveals the following features.

1.1 The teaching year.

1.1.1 The following graph shows changes in teaching space requirements across two semesters at Queen Margaret University, Edinburgh.

Figure 1: Demand for teaching space in the academic year



1.1.2 The first semester has the highest demand for space. In the second semester demand for space declines and is often associated with the provision of off-site industrial or practical placements. Revision and preparations for examinations causes a further reduction in demand for teaching accommodation in the latter part of the second semester.

1.2 The teaching week.

The following graph is based on the data generated by a survey of space utilisation levels in teaching rooms for a typical week.



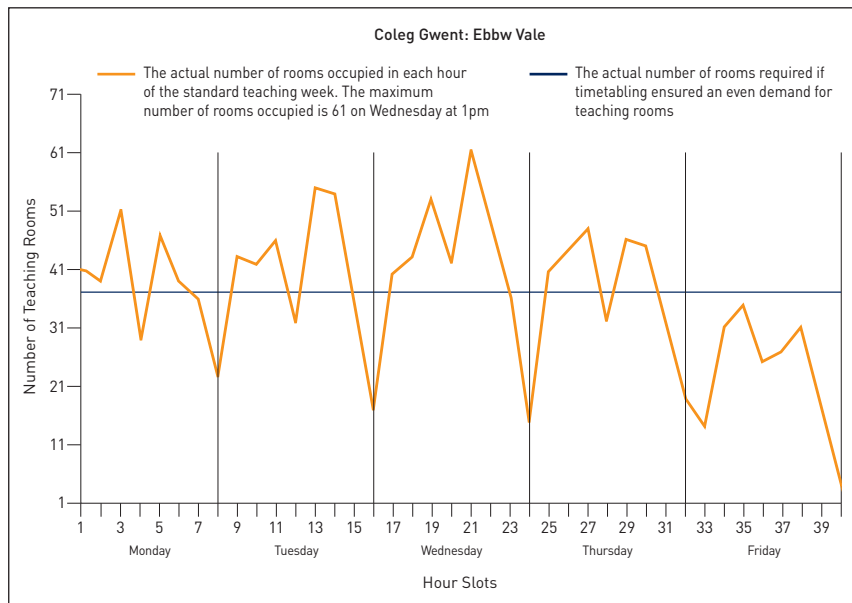
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Figure 2: A comparison of actual and average room use in a teaching week



The most common pattern of demand for teaching space across the teaching week reveals the following features.

- 1.2.1 A relatively limited demand for teaching space on the first and last day of the week.
- 1.2.2 A relatively high demand for accommodation on midweek mornings.
- 1.2.3 A declining need for teaching accommodation in the afternoons.

2. The variation in the demand for teaching space helps to identify the consequences of improving the use of space.

- 2.1 Attempt to minimise the demand for teaching space by part time courses on particular days of the week. Course provision tends to focus on Tuesdays, Wednesdays and Thursdays when full time courses already have a high demand for accommodation.
- 2.2 Distribute work placements associated with courses across the teaching year.
- 2.3 Support the review of course delivery systems to help equate demand across the teaching week. This initiative may identify conflicts between teaching and research. This dilemma requires a review of work priorities for individual members of staff.

Stellae has extensive knowledge of the management issues associated with a change in timetabling procedures.

Reducing the variations in demand for teaching space is not associated with changes in the performance of learners. Under-using teaching space incurs considerable financial consequences and can ensure courses are not viable.