



**UK Learning**  
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Dear Colleague

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**We are writing to introduce UK Learning which is part of CEFPI (The Council for Educational Facilities Planning International) which is a global organisation based in America.**

CEFPI has been working to develop and deliver its vision to champion excellence in teaching and learning and bring all professionals together to promote and deliver environments in which this will thrive.

Cefpi was established in 1921 as a not-for profit organization whose sole mission is improving the places where children learn. It has 3500 members worldwide, primarily in America, Canada, Australia and Asia..

The Founding Team of UK Learning drawn from a range of professions has been working for the last two years, with the CEFPI Board and a wide range of UK colleagues including teachers, architects, design professionals and administrators to establish UK Learning.

The Vision, Mission and Beliefs of UK Learning are set out below:

**Our Vision**

To be the advocate for excellence in student learning environments.

**Our Mission**

To be the primary advocate, resource and service organization that encourages, enables and equips the multi-varied / disciplinary professionals, educators, students, planners, designers, constructors, who use, design, build, equip and operate educational facilities in the UK.

**Our beliefs within UK Learning are...**

- Facilities have a direct impact on learning.
- An inclusive and collaborative planning process is essential for quality facilities regardless of the economic age in which we live.
- Diversity of global and professional perspectives is integral to discussions on learning and high quality learning environments.
- Advocacy on behalf of all learners is key to our mission.
- Learner and consumer dialogue should drive the design process.
- Technology is central to enable, motivate and inspire all aspects of future learning,
- There are standards by which to measure the effectiveness of facilities.
- Ongoing research evidence based activity and post occupancy evaluation are essential to develop environments for effective learning.

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### **More than Money?**

Our current economic climate demands that we need to create more value from the levels of funding available for the much needed investment in our school facilities, learning environments and teaching and learning facilities. We believe it is important to ensure there is a clear focus on the needs of the user and the client in the design and remodelling of buildings for schools.

We believe that different thinking is needed to improve the potential benefits of the approach to the standardisation and baseline designs that the government has put forward.

UK Learning through its membership will promote an engaged and informed debate to avoid over-simplification of the standardisation process. This will ensure the critical vision, pedagogy and organisational culture that a school may wish to create to meet its current and future learning needs drives the design-deliver process and thus provides world class learning environments where all students thrive.

UK Learning recognises the extensive research and good practice that has been developed over the last ten years within the UK and internationally, demonstrating the importance of translating vision, values and organisational approach into teaching and learning outcomes that the effect the design of learning spaces.

### **Why UK Learning?**

UK Learning believes that by bringing together teachers, educators, design professionals, researchers and all those who value the importance of improving learning opportunities and life chances for young people, is the only way to develop effective, sustainable and stimulating future educational facilities.

UK Learning membership represents a diverse community of professionals, including teachers, students, school leaders, architects, designers, economists, financial planners, administrators and construction professionals, and all those who experience and participate in the delivery of learning.

UK Learning recognises that it is the quality of learning and teaching and the strength of relationships and respect between all staff and all students that is central to successful schools, at a national, local and international level. Local business and commerce as well as parents, local community and voluntary groups are all now are playing a new role in both thinking and delivering educational provision.

UK Learning acknowledges that today we have an opportunity to create effective learning environments that reflect the community's unique assets as well as address its needs; serve as a resource of education, health and human services to students and neighbourhood members alike, and strengthen community life and engagement.

### **What is Different about UK Learning?**

UK Learning is different because we believe that by keeping the client and the learner at the heart of the design process with collaborative enquiry, research and professional stakeholder debate we will create 'great schools'. The challenge now is even greater to ensure that the valuable experiences built up by a range of professionals in the UK and internationally that makes explicit the importance of good design to both remove barriers to learning and to enhance and improve learning outcomes, stay central to design of remodelled and new schools.

UK Learning believes that this can only be achieved if there is a focus on teaching and learning.

UK Learning also believes that greater importance needs to be given to active research and dissemination across the UK and internationally on effective practice and design that improves learner experiences and outcomes. In order to strengthen current research and add value to evidence based activity of the value of professional and user collaboration in the design of learning spaces we have established our first of many Research And Innovation Partnership with Learn Space in Northamptonshire.

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Our work within UK Learning is to be **the advocate for excellence in student learning environments** and this we will develop at a local, regional, national and international level and central to this will be the willingness of our membership to innovate, share and be creative in developing “best practice” design solutions that enhance learning.

We have held a successful launch conference for existing members at the Royal Society of Arts in London in July 2013. We held our first National Conference in October 2013 hosted by the Royal Institute of British Architects in London.

We will be holding Champions Meetings and regional meetings throughout the year and our National Conference will be held this year in Northampton in October.

We ask you to join UK Learning and attend the October conferences as a member or day delegate. The details for joining and for the October conference could be found on the website.

The UK Learning website will be influenced and developed by its membership and an interactive website will be operational in August of this year.

You will find more information on the CEFPI network website at [www.cefpi.org](http://www.cefpi.org) and [www.cefpi.org.au](http://www.cefpi.org.au) about the range of international research and activities that your membership of UK Learning will provide. The UK Learning information is accessed via the headings ‘Regions’ and ‘Chapters’.

You can contact us at our respective email addresses and mobile numbers for more information or to discuss any aspect of UK Learning.

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