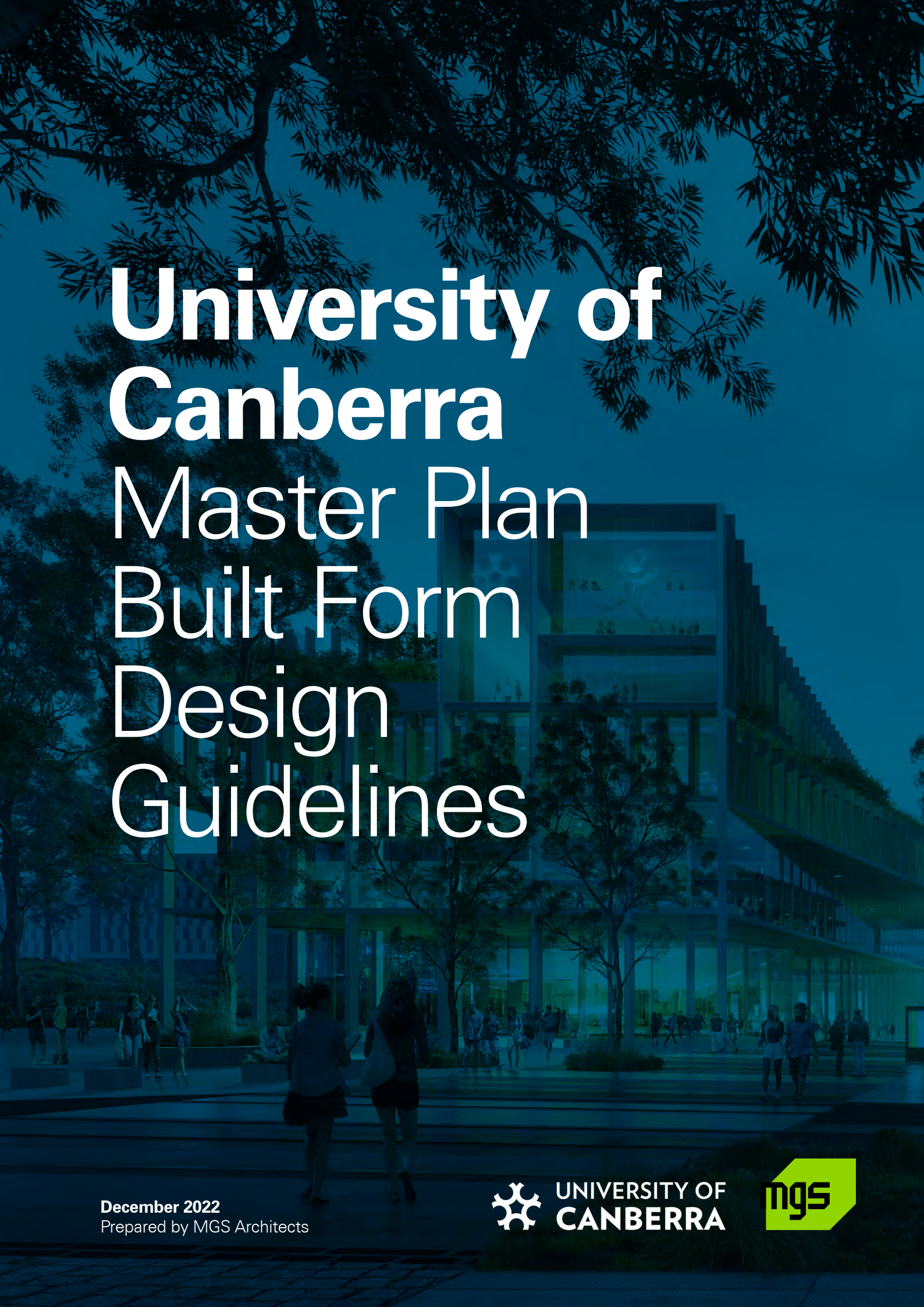

University of Canberra Master Plan Built Form Design Guidelines

December 2022
Prepared by MGS Architects

UNIVERSITY OF CANBERRA

mgs

Document details
Master Plan
Built Form Design Guidelines
FINAL

This document is the first of a four-part suite of design guidelines documents that support the Master Plan.

Date of issue
December 2022

Client
University of Canberra

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We acknowledge the Ngunnawal people, traditional custodians of the lands where the Bruce Campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other Aboriginal and Torres Strait Islander communities on whose lands we gather.

Date	Status	Compiled by
14.10.2022	Draft submission V1	MGS Architects
21.10.2022	Draft submission V1	MGS Architects
28.10.2022	Draft Full	MGS Architects
15.11.2022	Draft Final	MGS Architects
01.12.2022	Final	MGS Architects
08.12.2022	Final V2	MGS Architects

Introduction
Document overview

The Built Form Design Guidelines develop upon the Built Form Design Priorities identified in the 2020 University of Canberra (UC) Master Plan. They provide guidance on how future built form development should be designed in order to support the goals and objectives of the Master Plan document. These guidelines should be read in conjunction with the Master Plan.

This document sits within a suite of documents illustrated in the diagram opposite.

Master Plan
At a strategic level, the Master Plan provides guidance to decision makers on the development of the Campus over the next 20 years. It proposes the gradual delivery of built form and public spaces that will balance the varying needs of the UC community, connect the Campus to its context, and support UC's pedagogical ambitions.

Campus wide guidelines
Underpinning the vision outlined in the Master Plan, a series of campus-wide design guidelines provide design guidance relating to the following categories:

- Built Form
- Landscape
- Indigenous UC
- Digital UC

Specific neighbourhood/site control plans
Subsequent Development Control Plans will provide specific design advice and development controls relating to each site and neighbourhood within the campus.

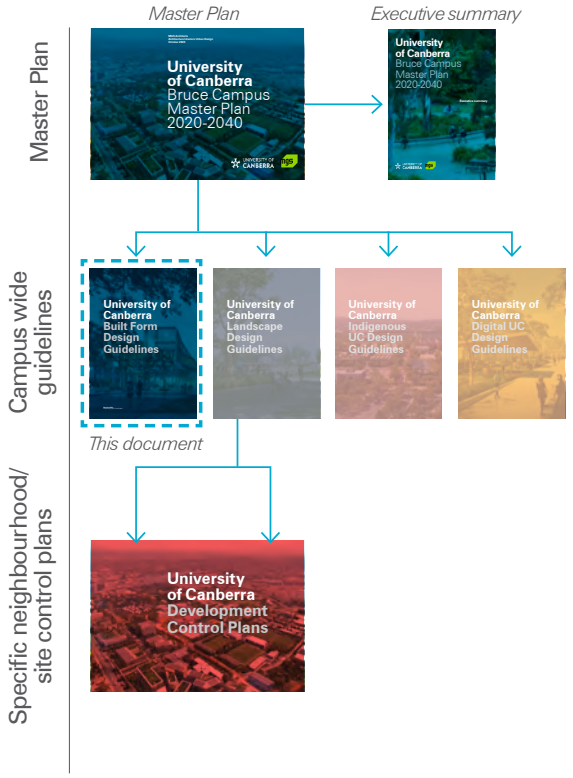


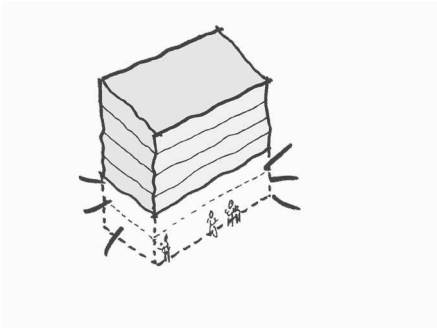
Figure 1 The Built Form Design Guidelines are part of a larger suite of design guidelines that are aligned with the vision and ambition of the UC Bruce Campus Master Plan 2020-2040

How to use this document
The document expands upon the six Built Form Design Priorities outlined in the Master Plan, providing a series of specific design guidelines that support their intent. Each priority is supported by several guidelines that describe a key directive and are supported by diagrams and precedent imagery.

The Built Form Design Priorities provide high level advice for the development of architectural projects on the Campus, supporting the ambitions of the Master Plan.

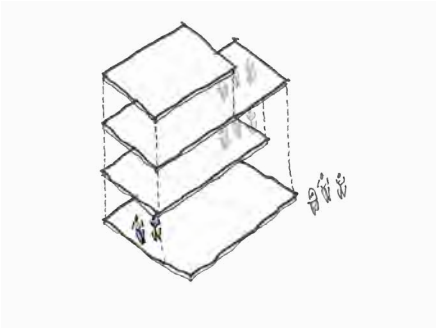
DESIGN PRIORITIES

1



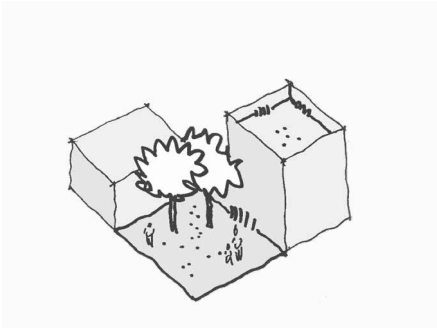
Showcase activity on ground and lower floors
Create active and permeable ground and lower floors that showcase campus activities and shared facilities in lower levels and supports a safe and lively campus experience.

2



Ensure design flexibility
Ensure each building supports a variety of uses to allow for flexibility, that will enable different programmatic approaches and maximise utilisation.

3



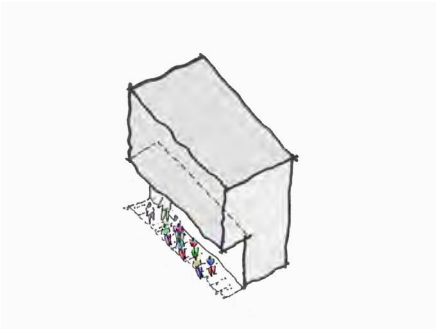
Integrate landscape and building
Create a Campus characterised by a cohesive and blended mixture of landscape and architecture. Ensure buildings maximise natural light and provide views to key landscape features.

DESIGN GUIDELINES

1.1 Activate corners, edges and entries	2.1 Create adaptable spaces	3.1 Respond to landscape qualities
1.2 Support campus life and vitality	2.2 Design flexible edge around a permanent core	3.2 Support biophillic and sustainable design
1.3 Create safe and inclusive spaces	2.3 Facilitate incidental activation opportunities	3.3 Enable year round occupation in the landscape
1.4 Provide interactive and visually permeable spaces	2.4 Future proof buildings	3.4 Connect users to the landscape and history
1.5 Design generous and flexible ground planes		

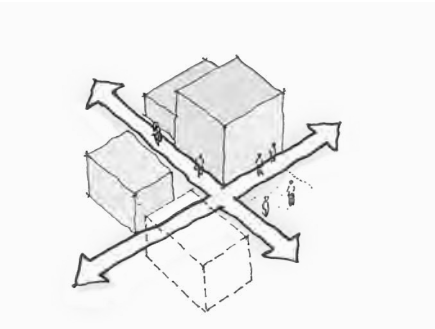
DESIGN PRIORITIES

4



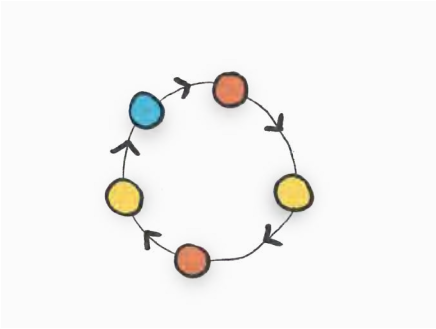
Incorporate weather protection
Incorporate loggias, undercrofts and awnings into built form for weather-protected collaboration, amenity and walking.

5



Create clear wayfinding and entries
Provide Campus gateways and building entrances with clear addresses, that are supported by a safe, direct and well-lit pedestrian network.

6



Ensure design excellence
Utilise existing governance structures and design review processes to ensure all projects adhere to framework principles and deliver excellence in design and sustainability.

DESIGN GUIDELINES

4.1 Provide protection appropriate to typology and scale

4.2 Create opportunities for indoor-outdoor activation

4.3 Create accessible, safe and equitable weather protection

4.4 Provide effective year-round protection

5.1 Ensure new walking networks are direct and connected with a clear hierarchy

5.2 Support a campus that is equitable, safe and inclusive

5.3 Provide identifiable building entries

5.4 Strengthen and activate the outdoors

6.1 Establish and adhere to a clear governance structure for the project

6.2 Establish clear design processes

6.3 Engage with future users and stakeholders

6.4 Create buildings that are truly environmentally sustainable

6.5 Ensure buildings are easily maintainable

6.6 Respect the existing campus and its historic legacy

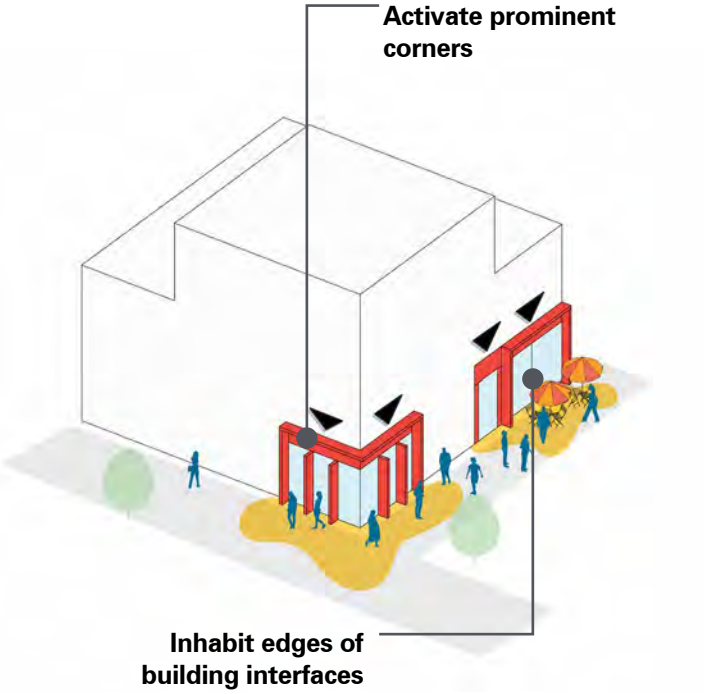
Showcase activity on ground and lower floors

1

1.1
Showcase activity on ground and lower floors
Activate corners, edges and entries

Buildings should have clear fronts and backs and address adjacent street, paths and open spaces through corners, edge and entries.

- Locate active uses in high visibility locations such as building corners and entries to anchor ground level and make uses easily accessible.
- Conceal services, loading and inactive frontages to less visible locations, creating clear primary edges (front) and secondary edges (back) to buildings.
- Ensure meter boxes and service cabinets are integrated and concealed into the architecture of building facades, yet are still maintainable and accessible.
- Provide opportunities to inhabit the spaces at the edges of buildings. Consider uses such as integrated seating, deep window sills and operable elements.



DIAGRAM

Figure 2 Activate corners, edges and entries

PRECEDENTS (Top to bottom)

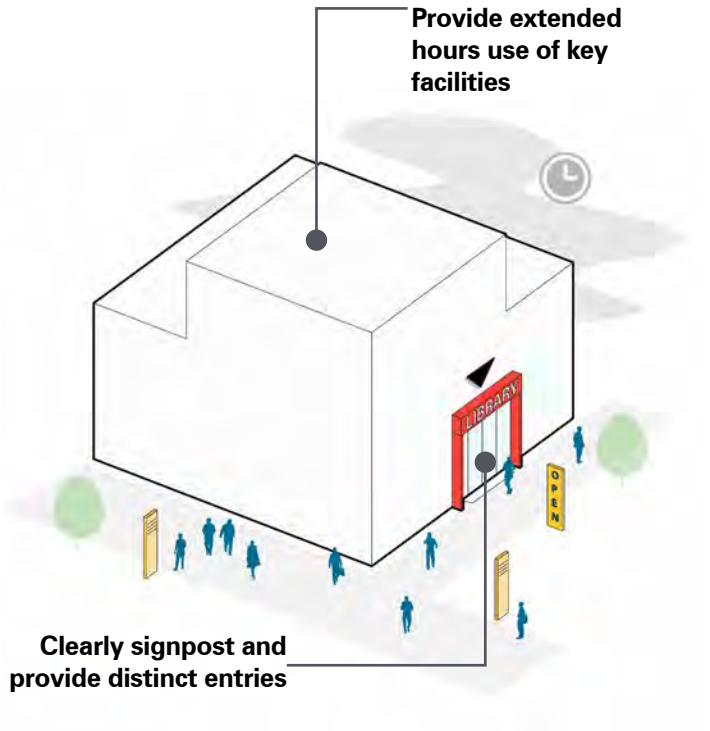
Figure 3 The New Academic Street, RMIT provides a series of active ground floor retail and hospitality tenancies

Figure 4 Parsons School of Design, New York — faceted staircases connect a string of social spaces inside, visible outside the building through large windows

1.2
Showcase activity on ground and lower floors
Support campus life and vitality

Lower floors should provide spaces and services that contribute to a positive campus atmosphere and make life easy and enjoyable for students, staff, residents, workers and visitors.

- Provide extended hour uses (for example, libraries, study areas and bars) along primary pedestrian paths to maximise accessibility and improve safety.
- Co-locate associated uses and promote sharing of facilities to enhance efficiency and foster interaction and collaboration.
- Promote informal learning and recreation in lower floors to encourage collaboration and multi-disciplinary dialogue.
- Locate shared facilities (for example, fab labs, cafes, campus information centres and childcares) in locations where they can be easily accessed by all.
- Consider shared spaces that promote social interaction.
- Clearly signpost and provide distinct entries.



DIAGRAM

Figure 5 Support campus life and vitality

PRECEDENTS (Top to bottom)

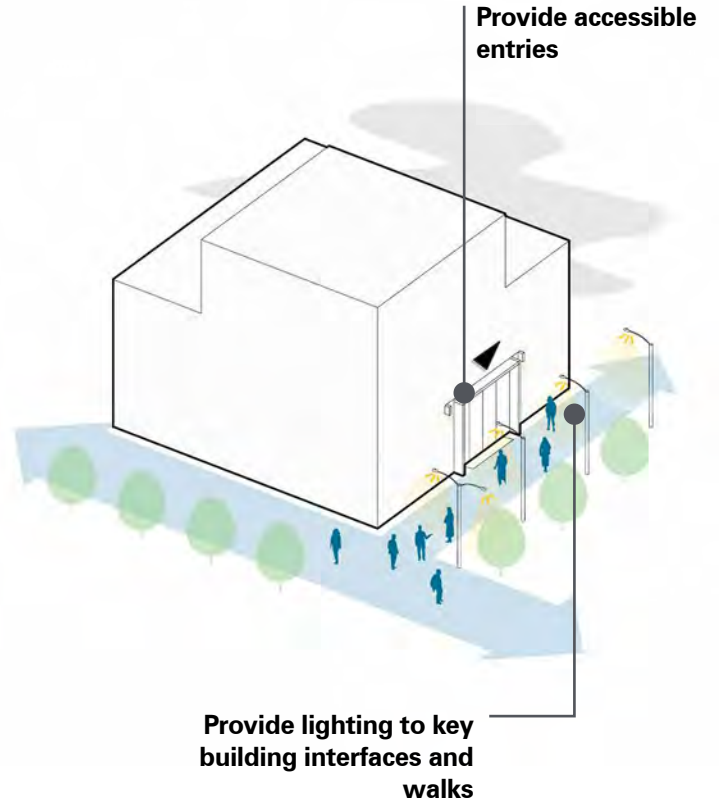
Figure 6 Monash Learning and Teaching Building, John Wardle Architects provides informal learning and recreation space within the heart of the building

Figure 7 The Why Factory, TU Delft, MVRDV prioritises visual connectivity and shared spaces that can be used throughout the day and year

1.3
Showcase activity on ground and lower floors
Create safe and inclusive spaces

Built form interfaces and edge conditions should create spaces that feel welcoming and safe to all.

- Ensure entries and interfaces are well lit and accessed directly off primary pedestrian links.
- Explore opportunities to utilise lighting to illuminate buildings as wayfinding elements or beacons in the campus landscape.
- Provide a clear hierarchy in lighting that encourages users to utilise the primary pedestrian linkages, concentrating activity and feelings of safety.
- Ensure lighting considers, and is integrated into the surrounding landscape.
- Ensure entries are easily accessible for those with reduced mobility and internal foyer spaces are connected to the central lift core.
- Create visibility within buildings to create a safe internal environment, avoiding dead ends and encouraging views into and out of active spaces.



DIAGRAM

Figure 10 Create safe and inclusive spaces

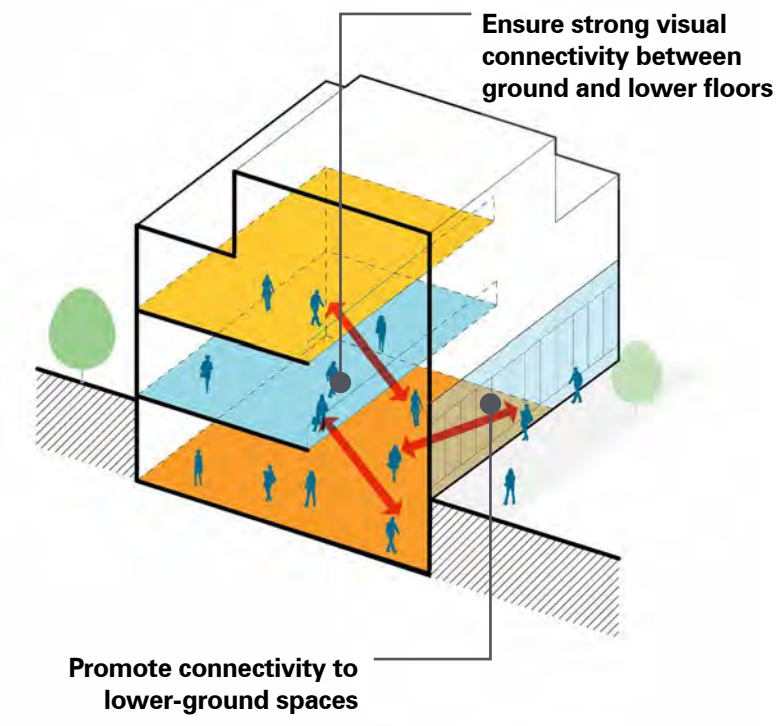
PRECEDENTS (Top to bottom)

Figure 8 La Trobe University Library converted a brutalist building into a contemporary learning hub with integrated lighting
Figure 9 University of Washington, Elm Hall provides well-lit and active ground floors within residential buildings

1.4
Showcase activity on ground and lower floors
Provide interactive and visually permeable spaces

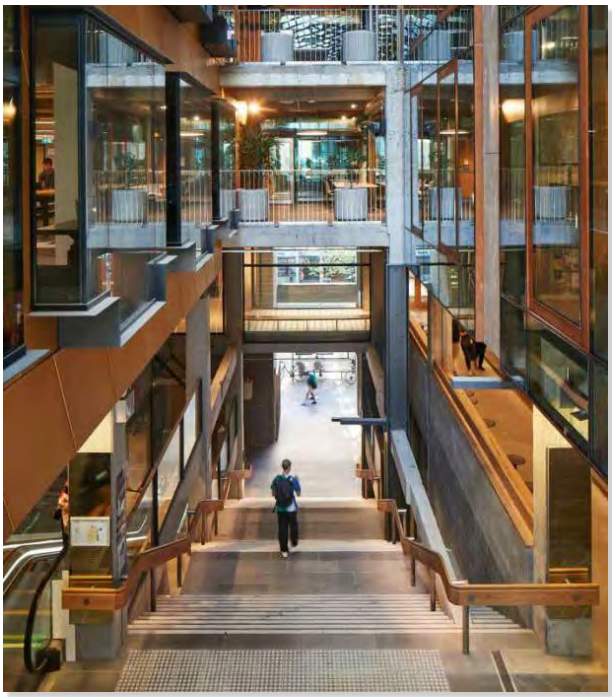
Create building edges that engage and encourage utilisation of the public realm.

- Provide generous floor-to-floor heights for the ground floor, including double and triple height spaces where appropriate.
- Maximise views into the ground floor of buildings where they face primary pedestrian links and major open spaces.
- Integrate mezzanine levels overlooking the ground floor to connect the interior of the building to active uses.
- Integrate seating edges, vegetation and other elements into the structure of the facade (internally and externally) to facilitate active use and habitation of the adjacent space.
- Locate operable and interactive facade elements in locations where indoor-outdoor activity is sought to be encouraged.
- Facilitate views into sub-floor and basement spaces to provide natural light at these levels, allow visual permeability between floors and to showcase activity.



DIAGRAM

Figure 11 Provide interactive and visually permeable spaces



PRECEDENTS (Top to bottom)

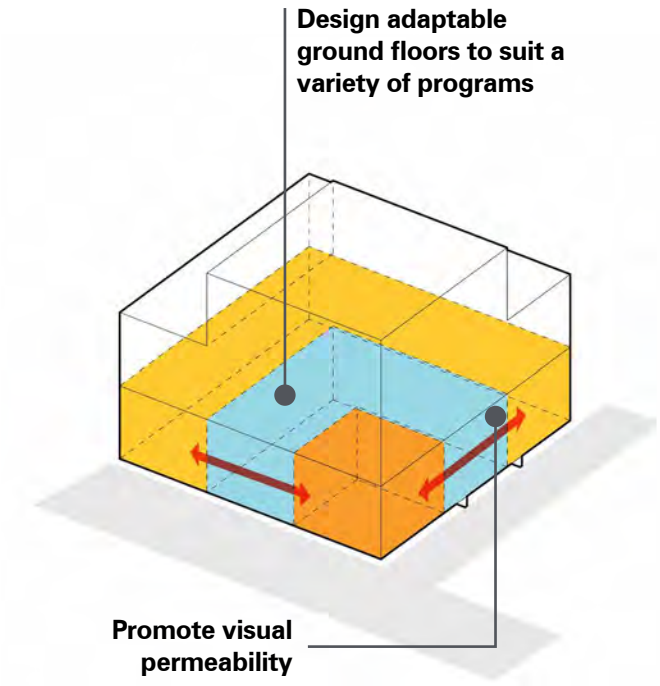
Figure 12 Ford Engineering Design Centre, Northwestern University—investigates a model for future buildings that locates active, student-centred programmes on the ground floor of buildings

Figure 13 New Academic Street, RMIT — provides an example of revitalising heritage buildings and adaptive reuse

1.5
Showcase activity on ground and lower floors
Design generous and flexible ground planes

Ground floor uses must be generous and allow for a diversity of uses.

- Ensure main foyers and important ground floor use have access to appropriate levels of daylight.
- Ensure the ground plane provides a high level of visual permeability both to the public realm and to internal circulation areas.
- Consider future adaptability of the ground floor by providing flexible clear span spaces.



DIAGRAM

Figure 14 Design generous and flexible ground planes

PRECEDENTS (Top to bottom)

Figure 15 RMIT NAS Garden Building, NMBW creates a series of flat floor adaptable and flexible spaces

Figure 16 Newport Hospital and Health Services (NHHS) in Newport, Washington defines a generous double height space for hospitality and recreation

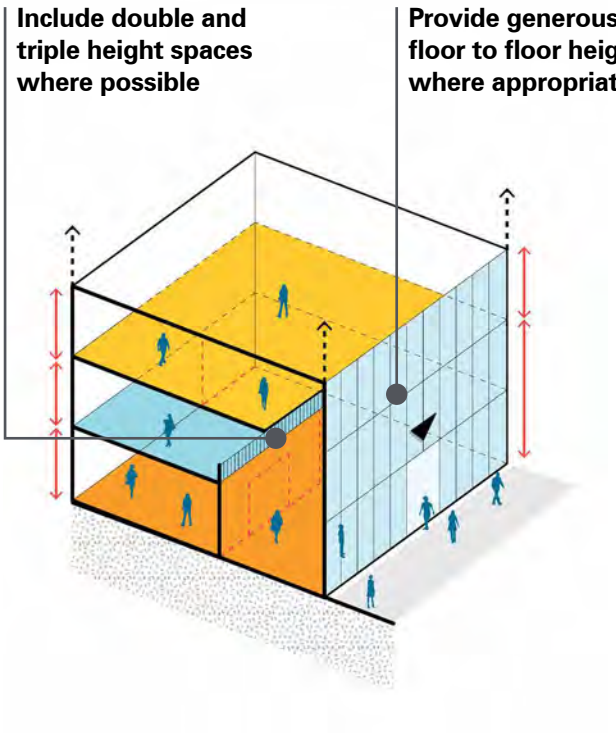
Ensure design flexibility

2

2.1
Ensure design flexibility
Create adaptable spaces

Spaces must be constructed to be readily adaptable for flexible use, ensuring a 'loose fit' approach.

- Give particular consideration to adaptable ground floor spaces to facilitate changing activating uses.
- Floor heights at ground level should be generous including potential double/triple height spaces where appropriate.
- Provide good daylight access to spaces.
- Avoid overly complex floor plates that reduce the adaptability of internal and external spaces and create 'dead zones'.



DIAGRAM

Figure 17 Create adaptable spaces

PRECEDENTS (Top to bottom)

Figure 18 RMIT, NAS: Garden Building by NMBW Architects creates a 'student tower' and beacon at the centre of a new learning precinct formed by the wider infrastructural works associated with New Academic Street.

Figure 19 Ford Engineering Design Centre, Northwestern University—investigates a model for future buildings that locates active, student-centred programmes on the ground floor of buildings

2.2
Ensure design flexibility
Facilitate incidental activation opportunities

Buildings must promote opportunities to learn, meet and connect are incorporated holistically throughout a building.

- Design wide pedestrian passages to provide opportunities for break out spaces, while ensuring accessibility.
- Promote a diversity in the size of interstitial third spaces, facilitating spaces for individual and group based activity. Design modular spaces that can adapt to differing requirements.
- Provide collaborative spaces at each floor to allow users to engage anywhere in the building.

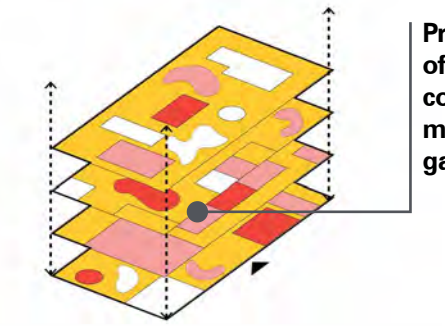


DIAGRAM (Left)

Figure 20 Facilitate incidental activation opportunities

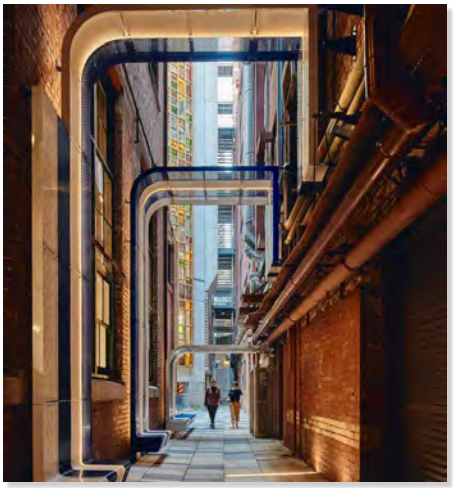
PRECEDENTS(Top)

Figure 21 TU Delft's Architecture building features a series of activated and connected learning corridors which showcase student work and faculty-specific research.

2.3
Ensure design flexibility
Future proof buildings

Building infrastructure must be designed to adapt to future needs and expectations.

- Achieve the relevant sustainability standards and anticipate future sustainability targets.
- Integrate the spatial building requirements for future technologies appropriate to the project, including potential energy production, battery storage, new plant and gas-free buildings infrastructure.
- Design services to facilitate easy replacement, upgrade and retrofitting to future technology. This includes opportunities for exposed services to allow for simple and cost effective upgrade and/or replacement as required.
- Provide allowance for future growth to accommodate use growth and/or change.



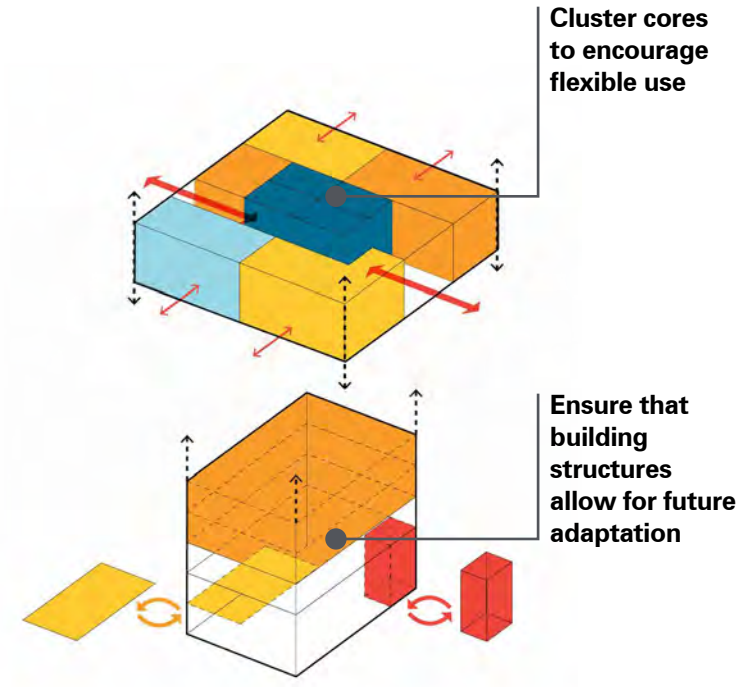
PRECEDENTS

Figure 22 Rodda Lane, RMIT University | Sibling Architecture exposes services as part of the architectural expression of the built form

2.4
Ensure design flexibility
Design flexible edges around a permanent core

New development should ensure externally interfacing edges are as flexible as possible to facilitate changing uses and activation.

- Consolidate amenities, plant, HVAC and other core utilities to maximise flexibility of the building envelope.
- Adopt an efficient structural grid that is able to respond to current and possible future uses.
- Locate services to avoid negatively impacting on the building's primary interfaces.
- Circulation spaces should be logically located to avoid restricting flexibility of the ground floor.
- Provide a building structure that allows for future adaptation, extension and allows for the removal/addition of internal partitioning.
- Consider demountable structural systems where buildings may be temporary or change in use over time such as multi-deck parking.
- Consider the likelihood of future extensions to the building and integrate structural capacity for additional floors where appropriate.
- Promote edge treatments to buildings that tie into with landscape and public realm treatments (integrated seating, planted verges, etc.)



DIAGRAM

Figure 27 Design flexible edges around a permanent core

DIAGRAM (Left - top to bottom)

Figure 23 Design flexible edges around a permanent core
Figure 24 Provide a building structure that allows for future adaptation

PRECEDENTS (Top to bottom)

Figure 25 RMIT New Academic Street saw the repurposing of existing buildings into a learning network of laneways and arcades in Melbourne's CBD
Figure 26 Freitag NŒRD | Rothen Arkitektur demonstrates the adaptive reuse of a building into an office environment

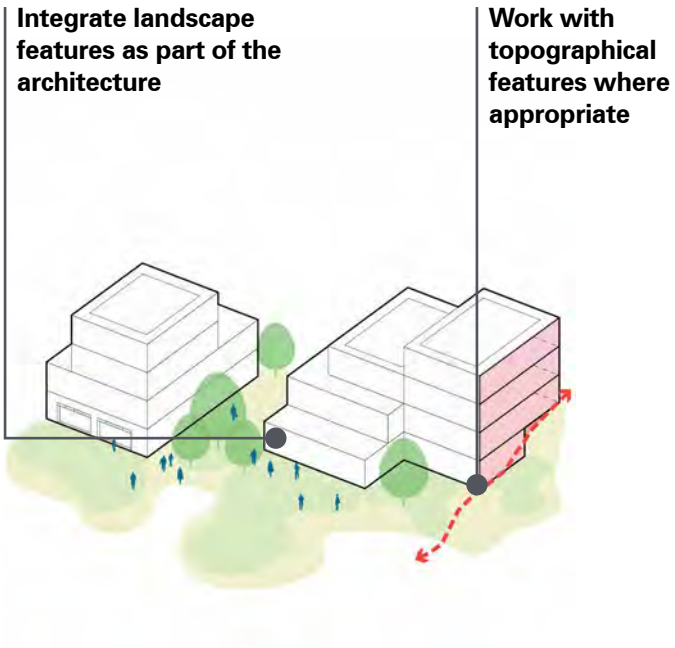
Integrate landscape and building

3

3.1
Integrate landscape and building
Respond to landscape qualities

The landscape and topography of the Campus is a unique part of its identity. Built form should work with the landscape, adopting a 'light-touch' approach.

- Buildings should respond sensitively to the site topography, and enhance the unique landscape character of the Campus.
- Orient built form to maximise environmental performance and allow for users to occupy the landscape.
- Built form should be designed to retain significant vegetation wherever possible.
- Utilise building materials and finishes that integrate and blend into the bush campus character of the area.
- Integrate WSUD features and consider how building impacts on overland flow paths can be minimised.



DIAGRAM

Figure 28 Respond to landscape qualities

PRECEDENTS (Top to bottom)

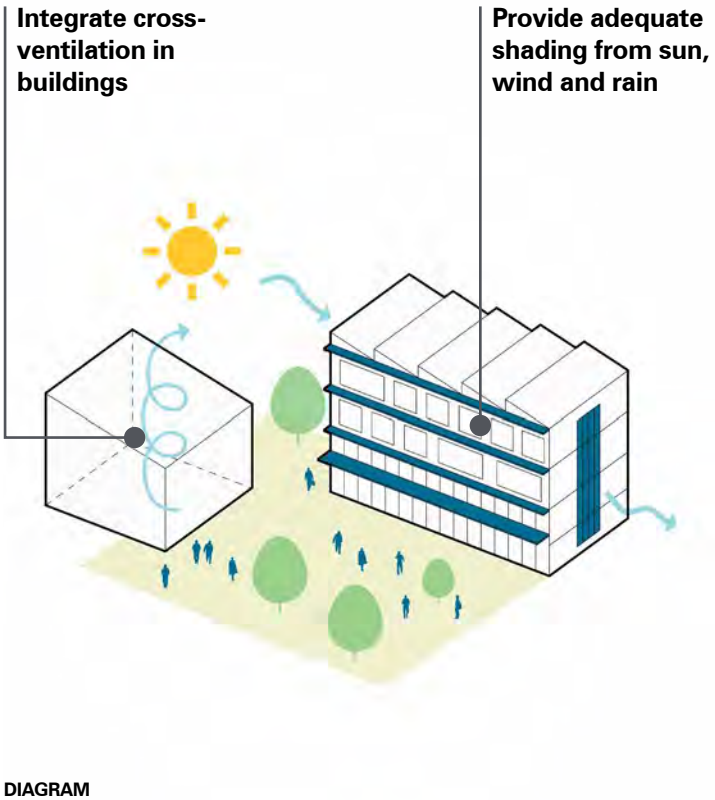
Figure 29 A 14-storey riverside residential block in Brisbane, named Walan, is conceived as a stack of traditional Queenslander residences with characteristic 360-degree verandah

Figure 30 Serpentine Galleries, London converted an existing building with cultural value into a public gallery space within a public parkland

3.2
Integrate landscape and building
Support biophillic and sustainable design

Built form should create pleasant and engaging environments both within the building and in the surrounding landscape.

- Maximise the integration of passive design elements such as solar orientation, cross ventilation, shading and thermal mass to allow the building to effectively respond to climatic conditions.
- Where viable, ensure cross-ventilation in buildings to reduce the reliance on mechanical air conditioning to achieve comfort.
- Promote biophilic design principles to improve the health and wellbeing of occupants.
- Manage daylight and excessive solar heat gain through careful use of shading and extent of glazing.
- Utilise materials with thermal mass in appropriate locations to buffer and smooth out temperature extremes.



DIAGRAM

Figure 33 Build high quality internal environments that relate to Canberra's climate

PRECEDENTS (Top to bottom)

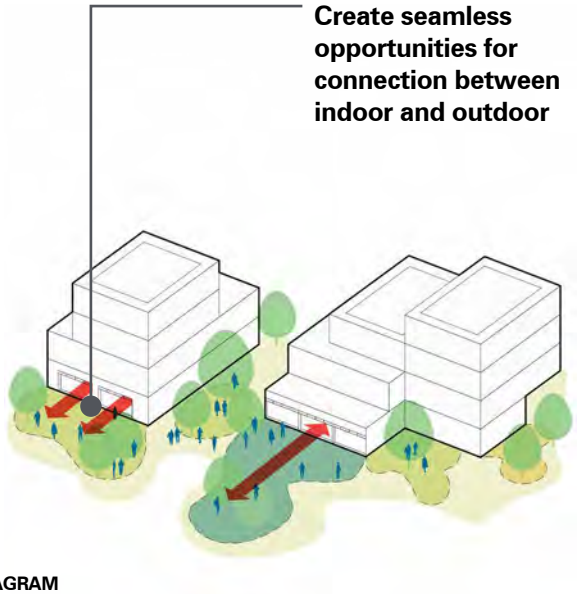
Figure 31 The Translational Research Institute (TRI) brings together four of Australia's key research facilities. The building hosts over 650 researchers and clinicians to enable quick translation of research findings to the clinic – a 'community of research'. TRI is conceived as a series of interconnected 'places and spaces' located around a significant gathering space; an urban scaled 'outdoor room'. Source: Donovan Hill and Wilson Architects

Figure 32 As above.

3.3
Integrate landscape and building
Enable year round occupation in the landscape

Built form should support the campus vision of seamless indoor-outdoor learning and activation.

- Create spaces at the edge of buildings and in the adjacent landscape that facilitate indoor-outdoor activation and occupation.
- Orientate built form to ensure edges of the buildings and adjacent outdoor spaces maximise solar access in winter and are protected from excessive solar heat gain in summer.
- Create landscapes within the public realm which directly respond to and link with activities taking place in adjacent buildings.
- Promote visual connection to outside on the majority of building levels.
- Provide visually permeable and operable facade elements at ground level that allow for direct access between inside and outside spaces.
- Ensure built form mitigates negative wind impacts.
- Provide terraces and balconies at multiple levels to provide easy access to the outdoors and landscape at all levels of a building.



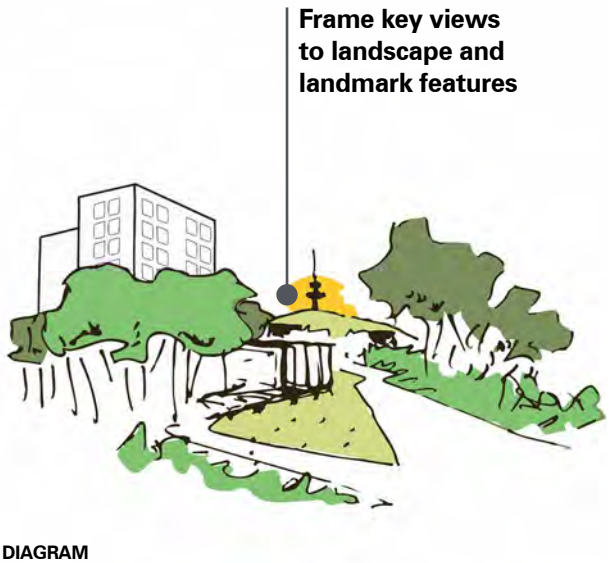
DIAGRAM

Figure 34 Enable year round occupation in the landscape

3.4
Integrate landscape and building
Connect users to the landscape and history

Built form should respect and celebrate key viewlines to, through and from the campus to link people to their wider context.

- Building forms should be located and designed to frame and direct connections to the landscape rather than obstruct or block them.
- Ensure buildings integrate with the landscape. Where buildings rise above the landscape, ensure they are read as considered projections above the tree canopy.
- Respect the campus landscape as Ngunnawal Country and respond sensitively to identified locations and viewlines of Ngunnawal significance.
- Integrate opportunities to celebrate Ngunnawal culture into the built form and surrounding landscape where appropriate.



DIAGRAM

Figure 35 Connect users to the landscape and history

Incorporate weather protection

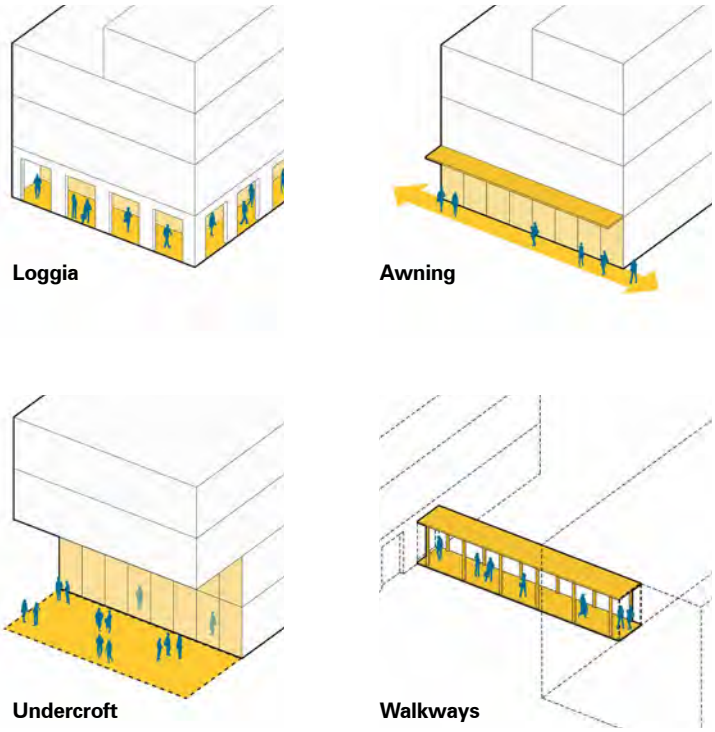
4

4.1
Incorporate weather protection

Provide protection appropriate to typology and scale

Weather protected spaces should establish a scale appropriate to the character of the precinct. Appropriately scaled weather protection should:

- Consider double/triple height spaces in major civic areas, locations with high pedestrian traffic and where the increase scale is proportionate to the height of buildings.
- Preference for loggia and undercrofts where a building turns the corners to emphasise key entries.
- Provide lower scale single height weather protected spaces in other areas or where a more intimate setting is sought.



DIAGRAM

Figure 36 Provide protection appropriate to typology and scale

PRECEDENTS (Top to bottom)

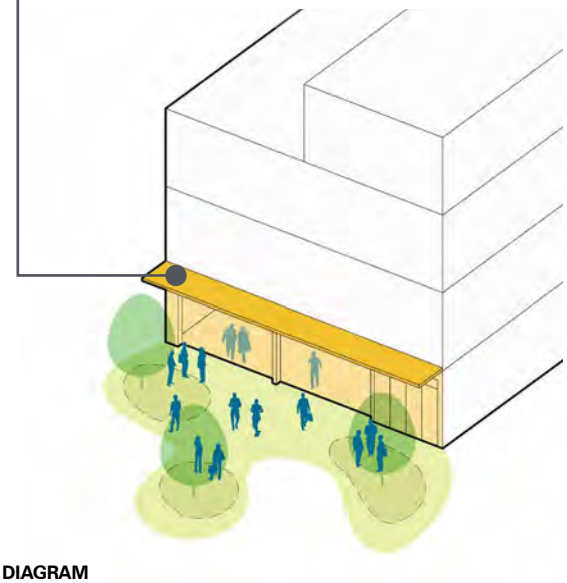
Figure 37 Kingston University Town House by Grafton Architects provides a matrix of weather protected loggias and covered entries.
Figure 38 The New Academic Street, RMIT provides an active, weather protected urban interface between University and City, supported by a diverse range of hospitality and retail offerings, for use by the public and staff and students.

4.2
Incorporate weather protection
Create opportunities for indoor-outdoor activation

Sheltered pathways should be designed to be of adequate width, enabling a diversity of use and providing continuous unobstructed accessibility and enhance sightlines, and vistas.

- Provide weather protection in locations where ground floor active uses are located to support interaction.
- Create flexible outdoor weather protected spaces immediately adjacent to key learning uses to facilitate indoor outdoor learning.
- Provide weather protected spaces that allow for differing activities groups, with capacity to sit, stand, gather, teach and perform.
- Utilise building foyers and corridors as `weather transitional' zones.

Provide weather protected edges to key ground floor interfaces



DIAGRAM

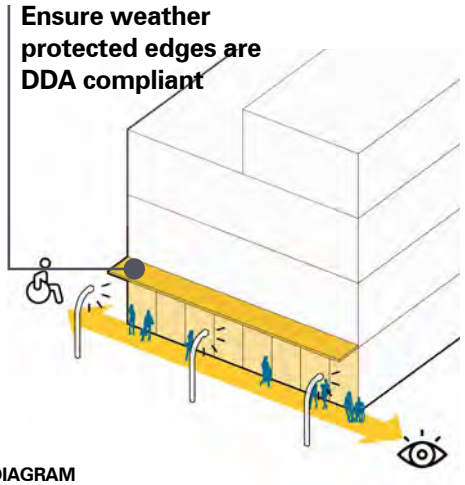
Figure 40 Create opportunities for indoor-outdoor activation

4.3
Incorporate weather protection
Create accessible, safe and equitable weather protection

Weather protected pathways should be and feel safe, allow universal access and be well lit, allowing for their safe use at all times of the day and night.

- Provide integrated lighting along the full length of major weather protected connections.
- Avoid indirect linkages, corners and dead-ends that would create 'blind spots' and unsafe spaces for pedestrians along the weather protected path.
- Provide adequate width to accommodate the passing of two wheelchairs and facilitate universal accessibility.

Ensure weather protected edges are DDA compliant



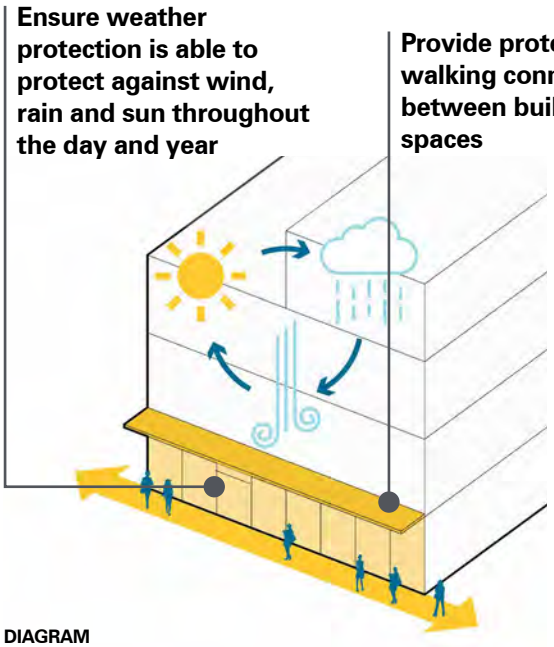
DIAGRAM

Figure 39 Create accessible, safe and equitable weather protection

4.4
Incorporate weather protection
Provide effective year-round protection

Ensuring effective shade, rain, frost and wind protection is vital within the Canberra context.

- Provide continuous weather protection along primary pathways between key destinations to promote and support the connectivity of the campus.
- Ensure weather protection is of adequate depth to protect against the combination of wind and rain.
- Design weather protection to maintain adequate daylight to ground floors.
- Avoid wind tunnels.
- Utilise non-slip finishes, particularly in shady areas to mitigate the rainy and icy conditions that prevail in colder months.
- Minimise overshadowing to unprotected paths to reduce the risk of ice.
- Protect seating, bins, bicycle parking and outdoor spaces in key locations where appropriate.
- Integrate with existing weather protection to close 'gaps' within the existing network and link directly to the front doors of buildings.
- Ensure weather protection is wide enough to facilitate the expected pedestrian demand.



DIAGRAM

Figure 41 Provide effective year-round protection

PRECEDENTS (Top to bottom)

Figure 42 JCU Verandah Walk by Wilson Architects creates a series of 'nodal' meeting and seating areas that encourage students to study, collaborate and socialize in an open-air landscaped setting.

Figure 43 Multidisciplinary cultural centre on the riverside of the Doubs to host an auditorium, a contemporary art museum (FRAC – Contemporary Art Regional Funds) and a Conservatoire.

Create clear wayfinding and entries

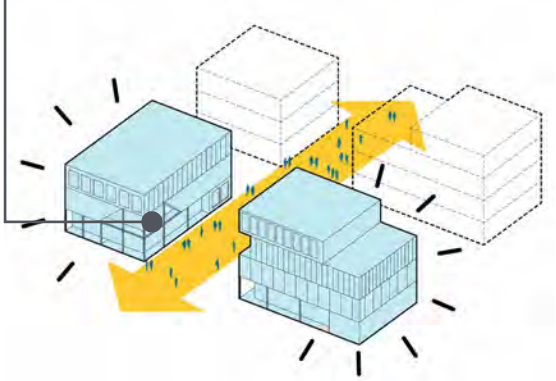
5

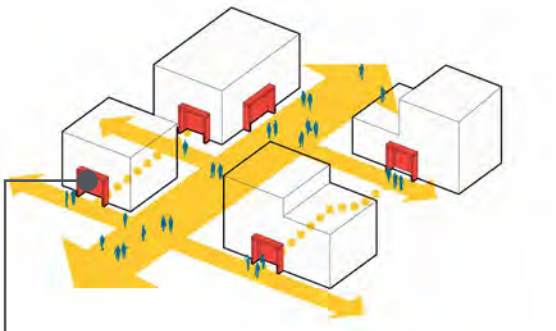
5.1
Create clear wayfinding and entries
Ensure new walking networks are direct and connected with a clear hierarchy

New development should support the creation of the network of learning walk and boulevards outlined in the Master Plan.

- Enhance the arrival experience on all modes of transport across the campus through clearly identifiable gateways.
- Provide consistent wayfinding signage throughout the campus at key intersections, gateways and building entries.
- Ensure every building is clearly identifiable and integrates wayfinding and signage holistically.

Gateway building should reinforce key pedestrian walks





Ensure buildings have defined entrances that interface with key walks

DIAGRAM

Figure 44 Reinforce walkways with gateway buildings
Figure 45 Ensure new walking networks are direct and connected with a clear hierarchy

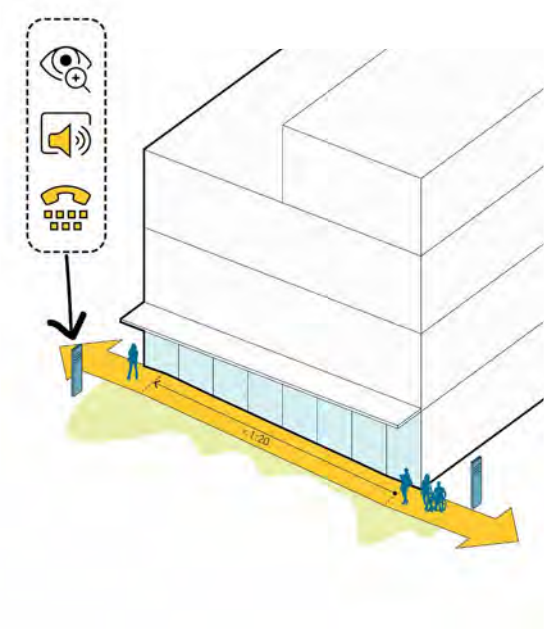
PRECEDENTS (Top to bottom)

Figure 46 Collaboration focussed teaching spaces with flexible social amenities and facilities for engagement with industry, business and community at University of Newcastle.
Source: University of Newcastle
Figure 47 Main mall UBC Columbia
Figure 48 College walk at Monash University

5.2
Create clear wayfinding and entries
Support a campus that is equitable, safe and inclusive

Wayfinding and connections around the campus should cater for all and support the experience of the campus as a welcome and inclusive space.

- Provide signage in multiple forms to accommodate all users, including braille, tactile maps and other languages where appropriate.
- Integrate digital signage and wayfinding as part of the building design.
- Where appropriate and in proper consultation with Ngunnawal representatives, use and incorporate the local Ngunnawal language into building names, signage and wayfinding.
- Create a low-gradient DDA compliant public realm that negotiates topography without the need for excessive balustrades and ramping.
- Provide weather protected ramps to all building if required.
- Embed Crime Prevention Through Environmental Design (CPTED) principles in all buildings to promote safety.



DIAGRAM

Figure 49 Support a campus that is equitable, safe and inclusive

PRECEDENTS (Top to bottom)

Figure 50 UBC Wong-Trainor Welcome Centre
Figure 51 Covered bus shelter with tactile wayfinding system.
Figure 52 Accessible elevated walkways at Chester, UK.

5.3
Create clear wayfinding and entries
Provide identifiable building entries

Easily identifiable entries to buildings is critical to creating an intuitive, easily navigable Campus.

- Ensure primary building entries face and be prominently visible from primary learning walks.
- Ensure that public entries are clearly distinguishable from restricted or private entries to aid in wayfinding.
- Co-locate primary building entrances with wayfinding signage for surrounding destinations.
- Design primary entries to allow for clear visibility through to lobbies and ground floor active spaces.
- Ensure secondary entries link to secondary learning corridors and outdoor learning paths.
- Use lighting to further enhance the visibility of entrances particularly in evening hours where lighting can be used as a wayfinding 'beacon'.
- Conceal service, parking and logistics entries from primary learning walks and major open space areas.

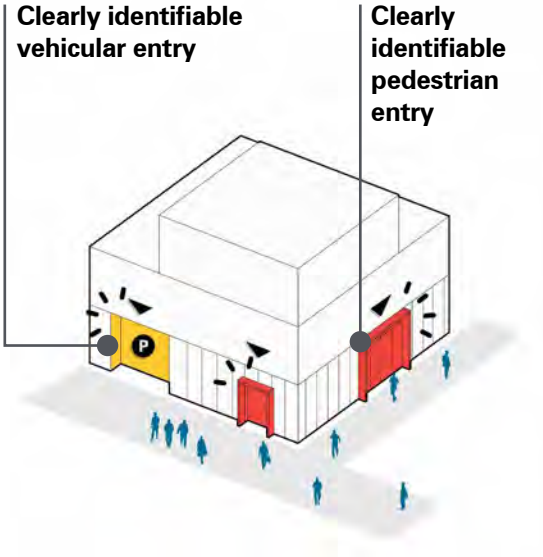


DIAGRAM
Figure 53 Provide identifiable building entries

5.4
Create clear wayfinding and entries
Strengthen and activate the outdoors

Wayfinding and pedestrian network should provide and highlight opportunities to activate the outdoors.

- Support an outdoor network with a variety of spatial learning typologies such as learning gardens, outdoor amphitheatres and weather protected spaces.
- Utilise the network of Walks and Boulevards as primary outdoor learning paths, supported by a secondary network.
- Design outdoor learning landscapes to accommodate temporary events, including outdoor art and lighting installations, film, pop-up and other events.

DIAGRAM
Figure 54 Strengthen and activate the outdoors

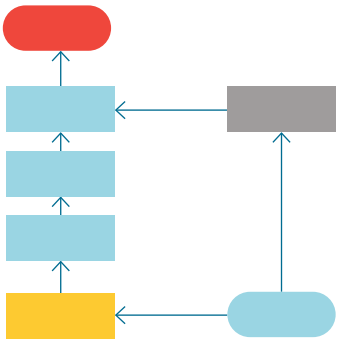
Ensure design excellence

6

6.1
Ensure design excellence
Establish and adhere to a clear governance structure for the project

Clearly defining the governance process of each project is key to ensuring success on the project is realised and design excellence is achieved.

- Use competitive design processes (design competitions) for suitable projects.
- Ensure roles and responsibilities of the project team and key stakeholders and decision makers are clearly understood from inception.
- Ensure regular milestones are planned with key decision makers to ensure progress and project buy-in.
- Establish clear points of review throughout the process.

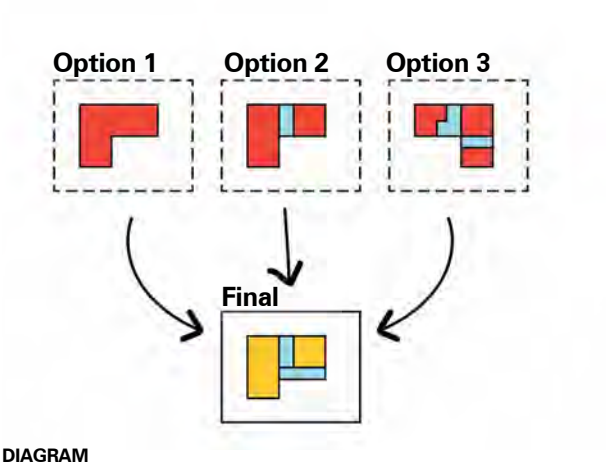


DIAGRAM

Figure 58 Establish and adhere to a clear governance structure for the project

6.2
Ensure design excellence
Establish clear design processes

- In collaboration, establish a shared vision for each project, supported by a series of objectives and benefits.
- Promote the development of design options to test differing approaches and directions, and to establish the best possible preferred design direction for a project.
- Utilise an internal review process for the project team to collectively assess the design options and identify the preferred approach.
- Develop the preferred approach in light of feedback from the internal review and design option process.

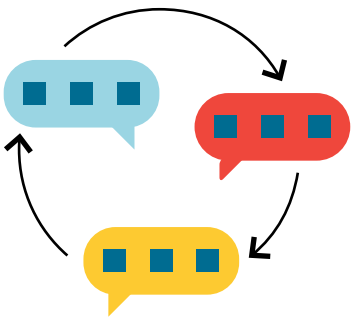


DIAGRAM

Figure 59 Establish clear design processes

6.3
Ensure design excellence
Engage with future users and stakeholders

- Engage with stakeholders to ensure the project is fit for purpose and responds to key requirements.
- Ensure the remit of stakeholders in the design process is clear to ensure shared understanding of project influence.
- Engage the Ngunnawal community early in the process in any projects where opportunities for Indigenous celebration are anticipated.

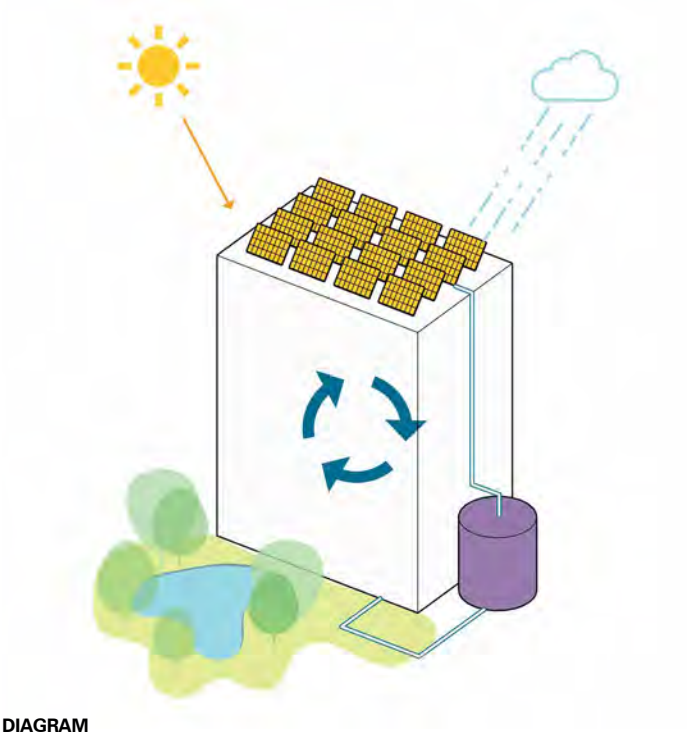


DIAGRAM

Figure 60 Engage with future users and stakeholders

6.4
Ensure design excellence
Create buildings that are truly environmentally sustainable

- Integrate energy production, particularly solar into the built form, to minimise ongoing electricity usage.
- Integrate water capture and reuse systems into buildings and surrounding landscape to reduce the use of potable water.
- Minimise waste flows and provide collective waste disposal systems where appropriate.
- Favour building materials that have a low-embedded carbon footprint, or are recyclable or reusable materials such as timber.
- Consider the full life-cycle of materials and favour materials and techniques that facilitate future re-use and recycling where appropriate (for example, bolted steel construction vs welded)
- Ensure that building products are obtained through responsible and sustainable methods.

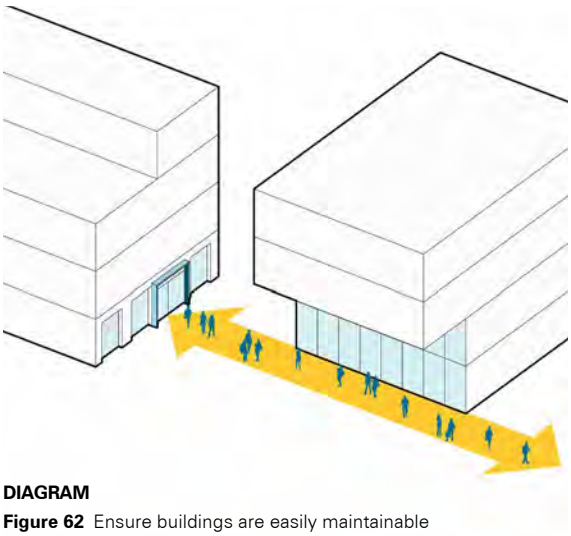


DIAGRAM

Figure 61 Create buildings that are truly environmentally sustainable

6.5
Ensure design excellence
Ensure buildings are easily maintainable

- Ensure built form outcomes (facades, glazing, services etc) are operationally maintainable throughout their lifetime.
- Utilise robust and long-lasting materials to ensure longevity of building assets.
- Design buildings to allow for clear and direct access to facilitate servicing throughout its lifetime.
- Ensure roofspaces are trafficable and accessible to facilitate activation and use as rooftop terraces/gardens.

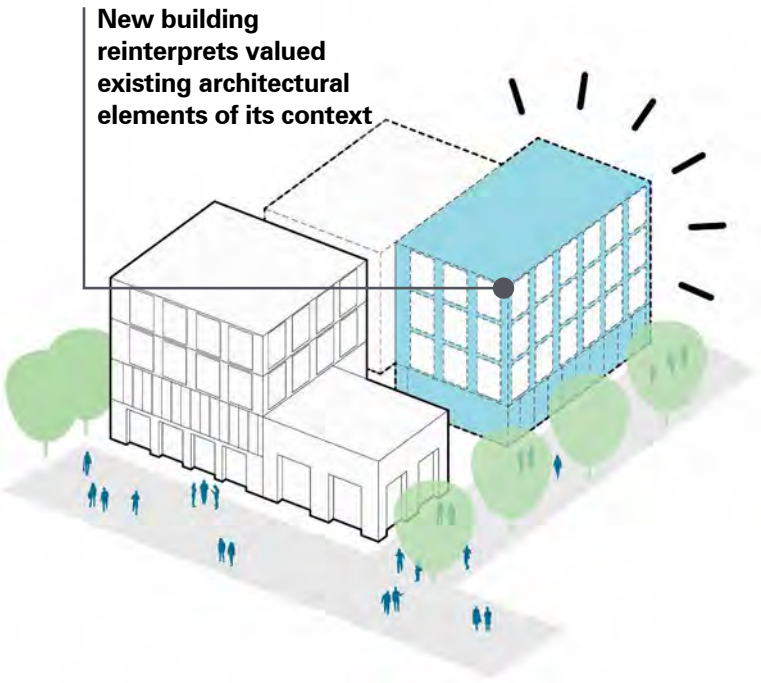


DIAGRAM

Figure 62 Ensure buildings are easily maintainable

6.6
Ensure design excellence
Respect the existing campus and its historic legacy

- Utilise distinct architecture to express and showcase key campus uses, while integrating with the landscape and urban character of the surrounding area in scale and materiality.
- Future built form and landscape projects should respect the Indigenous cultural landscape the Campus sits in.
- Incorporate colour palette and motifs associated with Indigenous elements on Campus into new buildings.
- Ensure buildings enhance and respond to the bush campus character of the Campus. Where viable, promote the adaptive reuse of existing campus buildings.
- New buildings should retain adequate solar access, outlook and amenity from valued existing buildings and respond sensitively to the surrounding context.
- Valued existing architectural elements that are distinct to the campus (e.g. Concourse loggia and walkways) should be respected and reinterpreted in new built form.
- New buildings should utilise a building materials and colour palette sympathetic to their immediate context and the bush campus landscape character.
- Utilise and showcase locally sourced materials where appropriate to connect to the campus context.



DIAGRAM

Figure 63 Respect the existing campus and its historic legacy

PRECEDENTS (Top to bottom)

Figure 64 Existing weather-protected walkways in the Concourse
Figure 65 Future buildings should respect and respond to the unique architectural quality of the Concourse


University
of Canberra