RIBA

RIBA Higher Education Design Quality Forum 2009

RESOLUTION

Architectural solutions for a changing higher education sector in the UK

175
1834–2009

The RIBA's Higher Education Design Quality Forum (HEDQF) is a unique partnership between higher education clients and design professionals. Its aim is to improve the performance of higher education buildings and estates.

Judging panel members:

Professor Richard Trainor
Principal, King's College London

Patrick Finch
Chairman of AUDE

Andrew Smith
Leadership Governance
and Management, HEFCE

Dickon Robinson
Chairman of Building Futures

Ian Caldwell
Chairman of HEDQF, King's College London

Fiona Duggan
Joint convenor of HEDQF, FiD Ltd

Rupert Cook
Joint convenor of HEDQF, Architecture plb

Acknowledgements:

This document is based upon the work produced for the HEDQF 2009 exhibition co-ordinated by Rod McAllister and David Emmanuel Noel on behalf of the HEDQF.

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SHEPPARD ROBSON

RE SOLUTION

Architectural solutions for a changing higher education sector in the UK

Introduction

High-quality, inspirational and innovative buildings are essential to the ongoing success of universities in the UK. This applies both to new buildings and to refurbishment of existing estates. Higher education institutions work in an increasingly demanding and competitive environment locally, nationally and internationally. Staff and students are increasingly aware of the quality of the environment and facilities, which impacts on recruitment, retention and performance. It is a great pleasure to introduce this selection of projects, which provides a snapshot of the immense amount of excellent work being carried out across the UK.

These projects illustrate the need to update and refresh our university estates continually as new generations of students, 'digital natives', enter university life. If the UK is to remain competitive, we need ongoing capital investment to match our international competitors and we need forward-thinking design teams and university clients to work in partnership to achieve innovation in the design and the use of our university estates. The most successful projects are the result of partnerships between clients and their design teams. This

brochure illustrates many such partnerships that achieve academic and building innovation, and also provide exemplars for others to follow.

Many of the projects also represent partnerships with external organisations and, in particular, with IT professionals, which would have been unthinkable a generation ago. The partnership between the physical and virtual estate continues to grow in importance. There is also an increasing emphasis on sustainability, through which the higher education sector has the opportunity to play a leading role in our research and teaching, and in our own operations.

I hope you will take inspiration from these projects. I would like to thank everyone who has contributed to this booklet and to the accompanying exhibition, in particular the RIBA itself, which initiated Client Forums over a decade ago and has supported them since then, and to the sponsors without whom the exhibition and booklet would not have been possible.

Professor Rick Trainor
Principal, King's College London

LEARNING LAB IS ‘FACE’ OF ENGINEERING

Active Learning Lab
Faculty of Engineering, University of Liverpool
Sheppard Robson

The project’s catalyst was the University’s ‘Liverpool Engineer’ mission statement. This led to the idea of an active learning lab as the focus of engineering activity, bringing together teaching and research and linking these to the University as a whole, as well as to the city of Liverpool. The lab accommodates the full engineering process – from conception and design through fabrication and assembly to testing – in a single facility by means of open-plan, flexible and adaptable spaces. The brief also demanded that the new lab should create a high-profile ‘face’ for engineering at the University, and act as a powerful tool in attracting both students and staff.

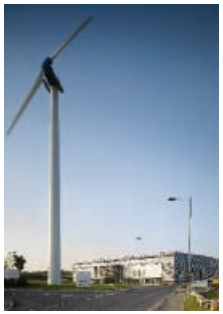
“Significant changes in engineering education have demanded significant changes in the learning space. We identified a variety of learning modes, and then facilitated them with varied, flexible spaces. We envisioned an education that stresses the fundamentals, set in the context of conceiving, designing, implementing and operating systems and products in both the classroom and a modern ‘learning workshop/laboratory’ networked with the outside world. Change in environment is stimulating!”
Peter Goodhew, Professor of Materials Engineering

BUILDING INTEGRATES EDUCATION AND INDUSTRY

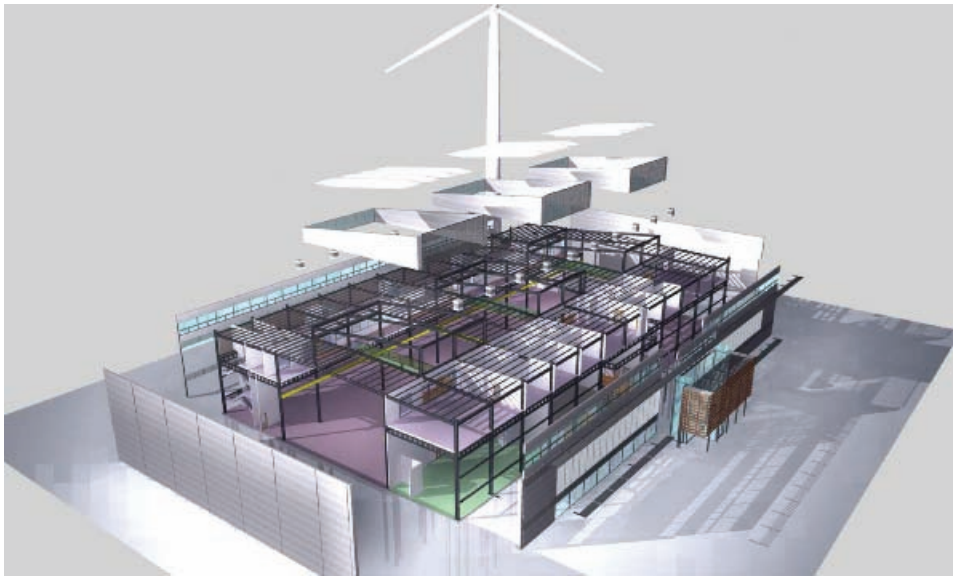
AMRC 'Factory of the Future'
The University of Sheffield
Bond Bryan Architects

The Advanced Manufacturing Research Centre (AMRC) is a collaborative building with Boeing and Rolls-Royce that integrates higher education and research-based aerospace manufacturing design facilities with industry-leading performance. It accommodates innovative research, enterprise and working environments. These are visually connected through open-plan galleries and high-level bridges designed to blend learning facilities – such as its 3D theatre, social, fitness, meeting and breakout spaces – with the advanced machining technologies and laboratory spaces below. The intelligent use of natural daylight, volume, colour and materials instils a strong sense of well-being among users and creates an inventive, inspirational environment to work in. Rated BREEAM 'excellent', the centre sets new standards for sustainable manufacturing facilities worldwide: it is adaptable, it employs overt renewable energy technologies, and it is carbon neutral in operation.

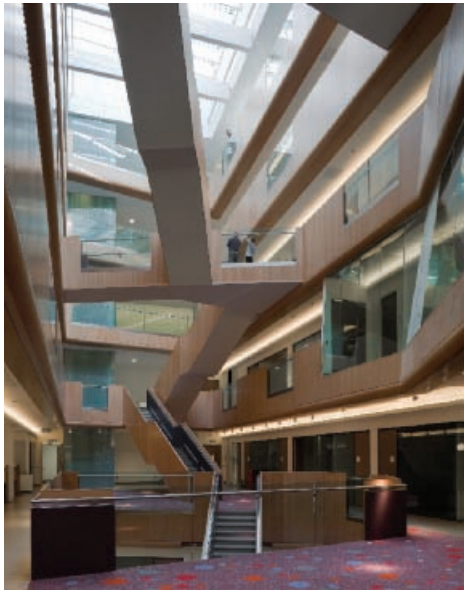
Photos: Buro Happold/Daniel Hopkinson



"The finished building, with its carbon neutral footprint and futuristic design, is testament to the vision and expertise of Bond Bryan."
John Baragwanath, Advanced Manufacturing Research Centre




Keith Collie


Tim Crocker


Keith Collie

OPENING UP RESEARCH

Biochemistry Building
University of Oxford
Hawkins\Brown

From the outset the focus has been on encouraging interaction and collaboration between researchers and groups. Perimeter research spaces benefiting from good natural light are linked by a science corridor. The write-up spaces are located in the dynamic, naturally ventilated atrium. The facade design is a response to both the historic context and the desire to create an open and transparent building that maximises natural light. An ambitious arts programme has been incorporated into the design, including works by Annie Catrell, Nicky Hirst and Tim Head.

"One's first impression is one of the beauty of the architecture... The challenge for the future will be for all of us to live up to the new building's expectations."
Kim Nasmyth, Whitley Professor of Biochemistry, Head of the Department of Biochemistry

DRAMATIC FORM SIGNIFIES TIGHT-KNIT URBAN CAMPUS

Broadcasting Place
Leeds Metropolitan University
Feilden Clegg Bradley Studios

It is hoped that the dramatic sculptural form of the new faculty of Arts and Humanities for Leeds Metropolitan University will inspire creativity and debate, both within the University and beyond in the city as a whole. The proposal aims to create a tight-knit urban campus; the urban design of the site actively seeks to integrate the faculty into its surrounding fabric, thereby connecting the study of architecture and landscape directly into its immediate context. The department comprises a mixture of studio and learning environments, complemented with lecture facilities, workshops and a gallery – arranged around dramatic colour co-ordinated vertical circulation and social learning spaces. The orientation of the building form creates spaces with good environmental aspect that offer stunning views to the city centre and the countryside beyond.

"Creating the space in a flexible way with multifunctionality will enable students and staff from different academic disciplines to experience a greater variety of specialist teaching environments."
Sue Holmes, Head of Estates,
Leeds Metropolitan University

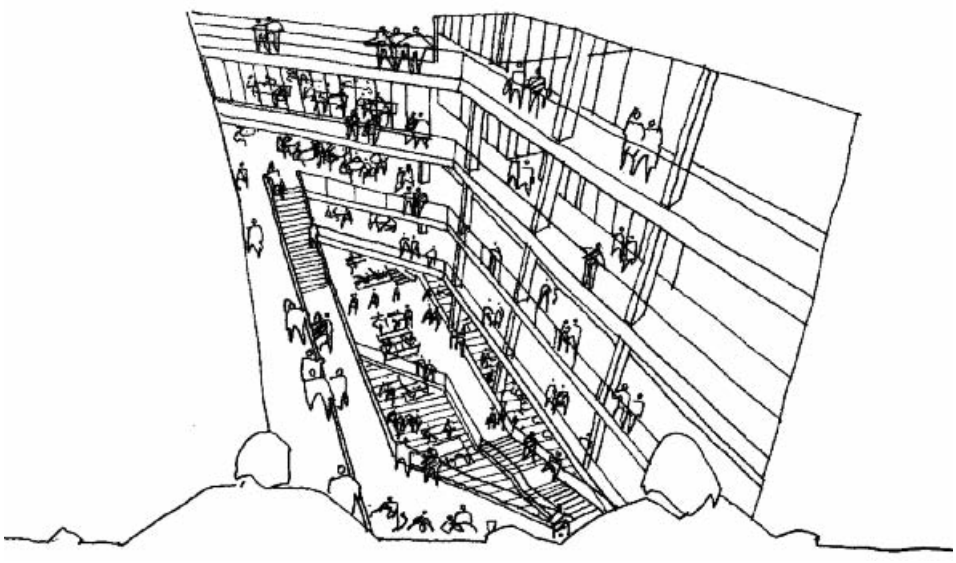
BUILDING ANIMATES LEARNING

Business School and Student Hub

Manchester Metropolitan University

Feilden Clegg Bradley Studios

The Business School and Student Hub is a new building that addresses the University's ambition to create a social and study 'heart' for its All Saints Campus. The building is designed for 24-hour use, seven days a week. Within the brief, a range of 'zones' provides the facilities for dining/grazing, IT-enabled personalised and group learning, as well as student advice services. The design addresses the brief in a very flexible and transparent way. Column-free floorplates – of lecture theatres, seminar rooms and administrative and academic offices – flank two large atria. The 'zones' break out from these formal teaching and learning settings on wide bridges, open platforms and floating transparent rooms, animated by linking circulation and open views.



"Leeds Metropolitan University promotes rubbing shoulders with, and learning from, champions – which is embodied in the partnership with Yorkshire County Cricket Club."
Sue Holmes, Head of Estates, Leeds Metropolitan University

DUAL USE: CRICKET AND COLLEGE

Carnegie Pavilion
Leeds Metropolitan University and Yorkshire Cricket Club
Alsop

Leeds Metropolitan University and Yorkshire County Cricket Club have entered into a partnership to build the Carnegie Pavilion and create mutual benefits for both organisations. The Pavilion will accommodate the University's School of Tourism, Hospitality and Events, whose students will benefit from direct exposure to real-life sporting events and hospitality. Students of digital journalism will also be based in the building, and will work with the hi-tech facilities of the new Media Centre. Major cricket matches fall largely outside university term times, allowing the building to be used throughout the year. Dual-use and co-occupation reduce running costs and also minimise the carbon footprint created. The Pavilion will be the location for a unique blend of education in a professional setting, as well as providing a sporting base for the Cricket Club.

Photo ©Alsop

LIBRARY REVERSES EXPECTATIONS

Central Library
Imperial College
A-EM Studio

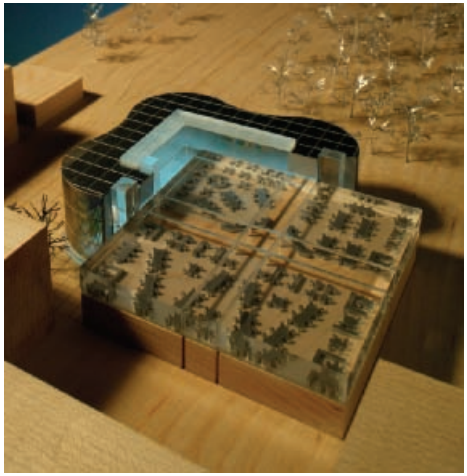
Learning Centres, a recent phenomenon in universities that is driven by technological innovation, reverse the normal cultural and conceptual expectations of a library. They are noisy, with no bookshelves, and their layouts are interpretative rather than prescriptive.

The forms, materials and colours of the screens, walls and furniture appeal to the social life the staff and students experience beyond the university – varied, informal and edgy. The themes are: warm and vibrant in the Learning Centre; warm and relaxed in the café; cool and reserved in the Wolfson computer area; and formal greys and whites in the administration offices. The structural concrete waffle slab and services are exposed throughout.

Photos: Alan Williams

"We now have a truly world-class library, in which great thought has been given to the changing needs of the students of today and tomorrow, and which looks as marvellous as it functions."
Sir Roy Anderson, Imperial College's Rector

"We sought open, friendly and interactive work settings for our academic, clerical and research staff and students. The combi-office has been particularly successful in allowing staff to work undisturbed in a study or to work/relax with others in the open areas. We see much more of each other! At the same time it has been important to give undergraduate students direct access to tutors in either private or open and informal locations."
Simon Austin, Professor of Structural Engineering



Photos: Andrew Puler

BUILDING GIVES GREEN LIGHT TO INTERACTION

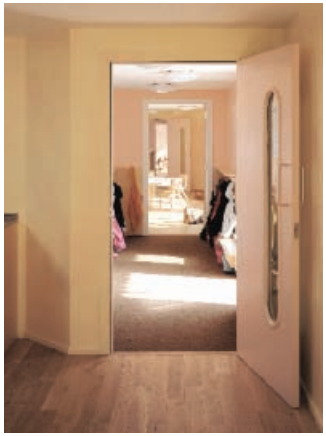
Centre for Collaborative Construction Research
Loughborough University
Swanke Hayden Connell

The previous physical segregation of staff and lack of collaborative working areas were a barrier to casual and planned interaction. The new design for the refurbishment had to encourage an even greater increase in innovation and collaboration, whilst also supporting individual scholarship and teaching responsibilities. The design resolves the need to provide a balance of spaces for both interaction and individual scholarship. The new curved cellular form with private offices does this when combined with the open working spaces in the existing building. An atrium in between them creates a social heart for all users in which to mix and relax.

KINDERGARTEN DOUBLES AS LEARNING RESOURCE

Children's Garden
University of East London
Arts Lettres Techniques

Children's Garden is the first Rudolf Steiner inspired kindergarten in the UK to be established within a higher education setting. The anti-institutional planning and materiality of the building fulfils the requirements of the Steiner pedagogy, dividing staff functions from the children's spaces that open directly to the garden. The facility provides a learning link to the CASS School of Education for graduate and postgraduate teaching, thus enabling an innovative approach to early years education to be studied at close hand. Access to higher education is broadened by offering excellent childcare provision for students and staff at the University. The building is made from 13 recycled portakabin units from Foremans RBS.



"It is rare for such a unique and challenging brief to be exceeded in every aspect and to result in a building that supports our pedagogy, meets our sustainability goals and above all has delivered a space that our children love."
Brian Hipkin, Director of Student Services, University of East London

Photos: Dirk Lellau

Pilkcells Visualisation Studio

"This building is a world first in terms of recognition of research into palliative care, and a College first in producing a new BREEAM 'excellent' sustainable building with a low carbon footprint. The breaking of ground ceremony was undertaken by prime minister Gordon Brown: a token of his admiration for the work of Dame Cicely Saunders, after whom the building is named."
Kevin Little, Assistant Director of Estates (Projects), King's College London

INTEGRATED FORUM FOR EXCHANGE

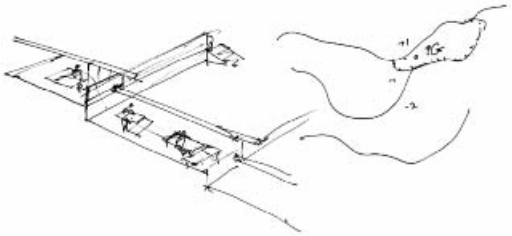
Cicely Saunders Institute of Palliative Care
King's College London
Loates-Taylor Shannon

The world's first Institute of Palliative Care houses research offices, education and conference facilities, and a complementary therapies day centre providing support and information to local communities. The building is conceived as an open and integrated forum for exchange and dissemination of information between researchers, clinicians and students.

User groups are arranged around a central atrium and retain a degree of autonomy and a sense of identity within this holistic building. The building will be low carbon and sustainable, achieving a BREEAM 'excellent' rating by incorporating ground source heat pumps (providing passive heating/cooling systems with a seven year pay-back period) as well as thermal mass, solar thermal, landscaping and natural ventilation. Daylight and solar gain are controlled by brise-soleil. The building is under construction and due for completion towards the end of 2009.

Photo: Paul Hagham

"I was struck very positively by what a terrific learning environment [has been] set up there. Thoughts of Herman Hertzberger and Centraal Beheer came flooding to mind. It's got such a social buzz to it, and spatially it's magic."
Patrick Hannay, architectural writer



SCIENTISTS LIVE AND LEARN ALONGSIDE ARTISTS

Combined Universities Tremough Campus

The Combined Universities in Cornwall

Capita Architecture

We shared with our clients a fascination with the creative potential of spontaneous encounters between students and staff engaged in widely differing fields of study. At CUC Tremough Campus, research scientists live and learn alongside experimental artists. The architecture echoes this idea, providing interconnections at every level: between landscape and building; academic and social functions; internal and outdoor space. Every square metre of the site is designed to be learning space. The more ways in which people of different roles or disciplines can encounter each other, and the greater the variety of spaces in which those paths might cross, the richer and more complete the learning experience will be.

INTUITIVE LAYOUT EMBRACES SOCIAL LEARNING

David Wilson Library
University of Leicester
Associated Architects

The David Wilson library creates a setting for both independent and social learning, engaging students with printed books, digital information and innovative information services in a building that is inspirational, easy to navigate, adaptable and sustainable. The design achieves this by maximising natural light and by introducing long vistas and an intuitive layout based on a central street and intersecting service spine. Zoned study areas range from quiet individual spaces to group study rooms and from informal seating to a vibrant café. Book loan and return is on hand at the welcoming 'help zone'.

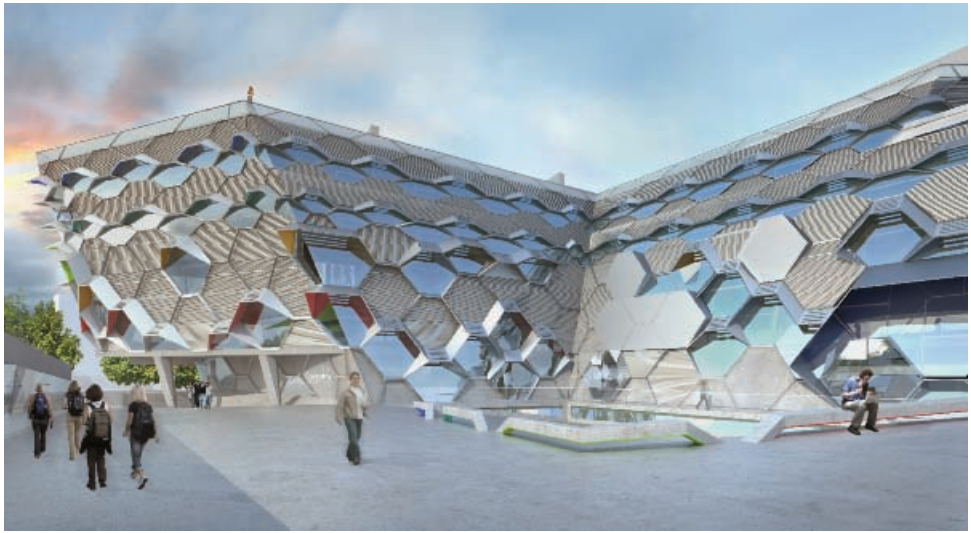
"In the David Wilson Library, the University of Leicester has a building that has captured its special essence – accessible and inspiring learning rooted in outstanding research and scholarship."
Christine Fyfe, University Librarian

RADICAL CREATIVE SPACE SHAPED BY NEW PEDAGOGY

Engineering and Computing Building
Coventry University
Arup Associates

The faculty's vision for a new way to teach engineering, mathematics and computing is founded on a philosophy of interdisciplinary collaboration. It dissolves the barriers that have traditionally kept departments, industry, researchers and students apart, and seeks to teach through joint working and cross fertilisation of skills and expertise. This new pedagogy is made possible by a building structured around an 'interactive zone' – a spatially complex structure that begins at entry level and rises through the whole building, providing breakout pods, open-plan IT working areas, a café, plus spaces for business interaction and drop-in tutorial support. Connected to this central area are lecture theatres, workshops, classrooms and academic offices, arranged to facilitate collaborative learning. The interactive skin of the south-facing elevation is based on a hexagonal geometry and gives outward expression to mathematical beauty, the number six and the idea of 'colony'.

"The faculty is proud of its history of excellence in learning, taking this to the next level requires a radical and creative space to allow us to develop the graduates of the future. The design of the building embodies the development of communities of learners and itself has proved to be a most exciting collaborative activity."
Professor Peter White and Mr Ian Dunn, Associate Deans



"The Forum Project provides the University with a sequence of buildings and spaces that not only provide innovative and exciting areas for collaborative learning and relaxation, but are also an organic response to the beautiful campus landscape."
David Allen, Registrar, University of Exeter

SPACES ADAPT TO SEASONAL FLOWS OF ACADEMIA

The Forum Project
University of Exeter
Streatham Campus
Wilkinson Eyre

The undulating timber gridshell roof of Exeter's new Forum links a series of significant existing brick buildings to provide a vibrant new heart to the University. The Forum will provide a new student services centre and a dynamic range of spaces to support innovative teaching styles – including 60-seat learning labs, a 'Harvard-style' auditorium and a series of intimate 'dwell spaces' for informal learning. Other accommodation is adaptable to seasonal flows throughout the academic year, including flexible clusters of seminar spaces and library reading rooms. Integral to the design is the landscaping, which flows through the building linking the new external spaces to create a strong sense of place.

STUDENT-CENTRED LEARNING ENVIRONMENT

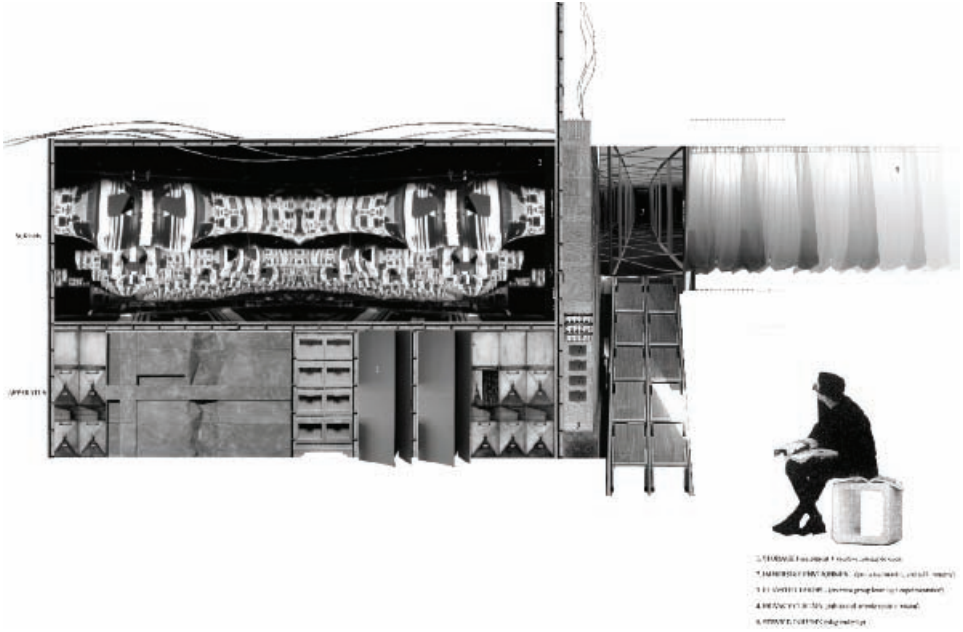
Photo: Nick Hufton

Information Commons
The University of Sheffield
RMJM

The Information Commons is a new '24/7' facility for the University of Sheffield. It provides around 11,500m² of highly flexible learning and teaching space, and offers 1,350 study spaces, as well as staff offices, a reference and loan book collection and café. This building clearly demonstrates the University's commitment to developing new styles of learning, teaching and research, and represents the biggest investment in learning support by the University since the opening of the main library in 1959. The initial brief evolved from a short story written by the client team about an undergraduate's experience within the new facility.

"RMJM fully embraced our student-centred vision of 'the integrated learning environment', and the building we created together is becoming recognised as a benchmark for universities across the UK and beyond."

Martin Lewis, Director of Library Services and University Librarian, The University of Sheffield



"[InQbate is] a highly usable technology-rich environment, which has the ability to expand in response to new developments. The use of technology is carefully designed to augment teaching and learning. Activities are not led by technology – but where it can enhance learning full use is made of it... A considerable quantity of experience and data on creative approaches to teaching and learning and creative practice is now available within the InQbate project."
Tom Hamilton, Director of InQbate

Dr Tom Hamilton

CREATIVE SPACE EXPLORED

InQbate
University of Sussex
Sheppard Robson

InQbate is a CETL project that explores how a technology-rich environment can support the creative process. Students of both science and arts subjects will be given the opportunity to experiment with light, sound, imagery and movement. The project is designed to enable pathways of communication and create communication opportunities in order to enhance the creative process. Our vision includes technologically rich – but not technology driven – learning spaces that free teachers and learners from the constraints of the traditional lecture hall and seminar room.

"The INTO initiative has been created in partnership with UK universities to develop their internationalisation strategies and improve the UK's competitiveness in international student markets. This project is one of a new generation of international study centres under development."
Martin Ebdell, INTO Construction Director

A NEW GENERATION OF STUDY CENTRES

INTO University of East Anglia Centre

University of East Anglia
LSI Architects

The £30 million INTO University of East Anglia Centre is a joint venture between INTO and the University, providing courses for international students. The first in a number of planned study centres, the five-storey buildings provide academic and teaching facilities as well as student residences comprising 415 study bedrooms with en-suite facilities. The 136,900 ft² facilities on the campus include multi-purpose lecture theatres, classrooms, IT and science laboratories, flexible teaching and self-study spaces, a centralised restaurant and student support services. The residential accommodation has been configured in groups to encourage social interaction around communal kitchen/dining spaces. Wheelchair accessible rooms are included with increased floor areas and furniture fittings specified according to individual needs.

MIXING SPACES TO SUPPORT AND INSPIRE

Jennie Lee Building
The Open University
Swanke Hayden Connell

This is a place for the farming of knowledge with ambient technology as the primary subject. The key educational aims were to inspire and enable academic explorations and products within efficient spaces, encourage chance user interaction, and support the study of people and technology throughout the building. The design of a honeycomb of rooms with adjacent open areas provided academic clusters with a flexible and adaptable choice of environments. Spaces are column free with hard and soft wiring to enable technology experiments everywhere. The Nexus atrium provides bridges, stairs, tea points and seating for refreshment, encounters, presentations, displays and community events.

"It was important to have a sustainable new building and so the decision was taken to employ natural ventilation. Through the co-operative way the team worked, sustainable ideas were incorporated into a successful building."
Mike Rhodes, Head of Projects, Open University

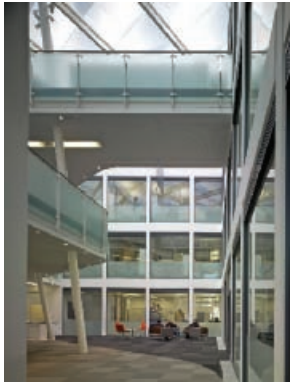


Photo: Tim Soar

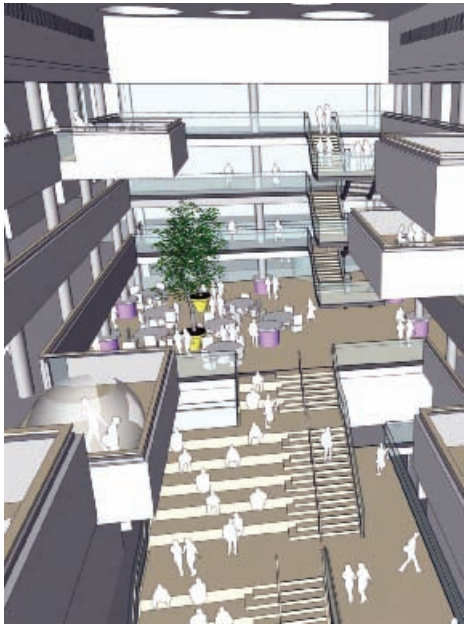
Photo: Andrew Puler

FIT FOR PURPOSE INTO THE FUTURE

The Jordanhill Building
University of Strathclyde
BDP

This building forms the south-east gateway to the campus and allows consolidation with the city centre. It will house a significant cluster of teaching/learning accommodation, building on the success of existing teaching clusters at Strathclyde. Informal breakout spaces are provided throughout the building. These will be complemented by a variety of flexible teaching spaces. The cafés adjacent to media, art and music studios will facilitate social learning. The workspace is designed as a rich environment ranging from individual spaces to more flexible multi-occupancy areas designed to improve collaboration.

The design will meet the University's changing needs now and in the future.

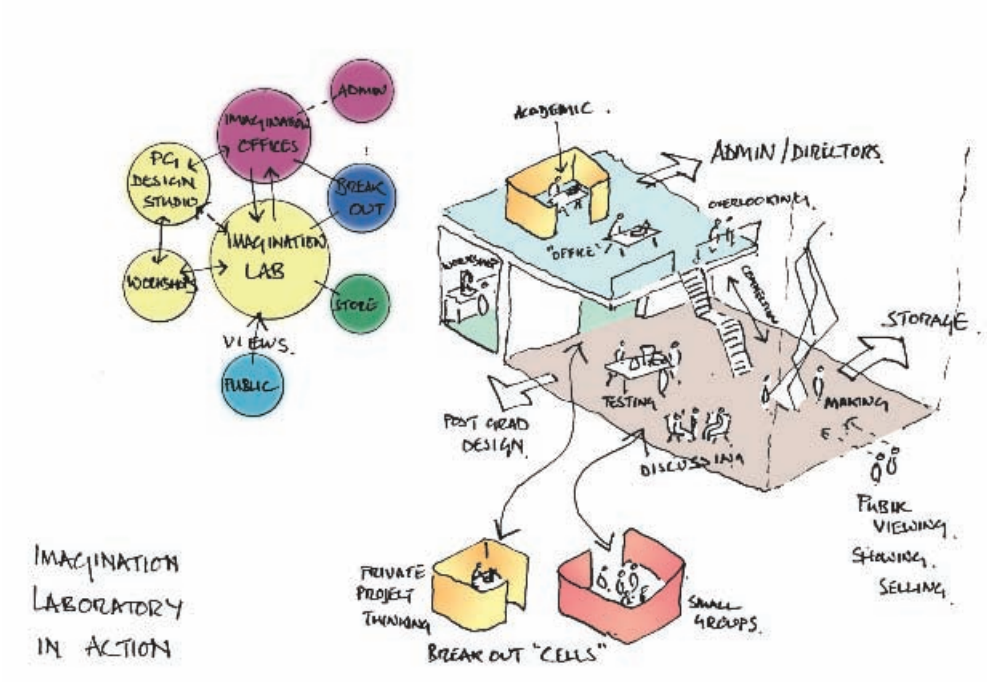


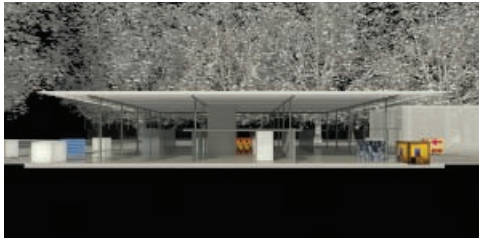
"This building provides spaces for interaction, discussion and debate, as well as spaces for thinking, writing and creativity. The building is organised non-hierarchically, with students, academic and support staff being co-located. A space full of energy and intellectual excitement – it should be the physical expression of an outward-looking ethos."
University of Strathclyde

DESIGN BRIDGES BOUNDARIES

Lancaster Institute of Contemporary Arts
University of Lancaster
Sheppard Robson

This will be home to 'Imagination at Lancaster' – an open and exploratory design research lab. The building is to be located in a natural woodland setting from which it will explore the relationship between artefact and nature, as well as being a showcase for the institute's artistic practice.





"The Centre will use design and innovation to break down disciplinary boundaries and undertake research that addresses industry (manufacturing, construction) and sector domains (leisure, health, education, crime). Applied research into products, places and systems for the future will employ innovative research strategies that combine traditional science and social science methods with the practice-based research that arises from the arts. As such, it will be a facility for all disciplines across the University"
Rachel Cooper, Professor in Design Management

" The new library of the University of Aberdeen will be an architecturally striking and inspiring new building, evoking the ice and light of the north, and doing for Aberdeen what the Opera House did for Sydney and the Guggenheim for Bilbao – a global icon to put us squarely on the world map."
Professor Christopher Gane, Vice-Principal and Head of the College of Arts and Social Sciences, University of Aberdeen

MINDS WILL MEET IN NEW LIBRARY

Library
University of Aberdeen
Schmidt Hammer Lassen Architects

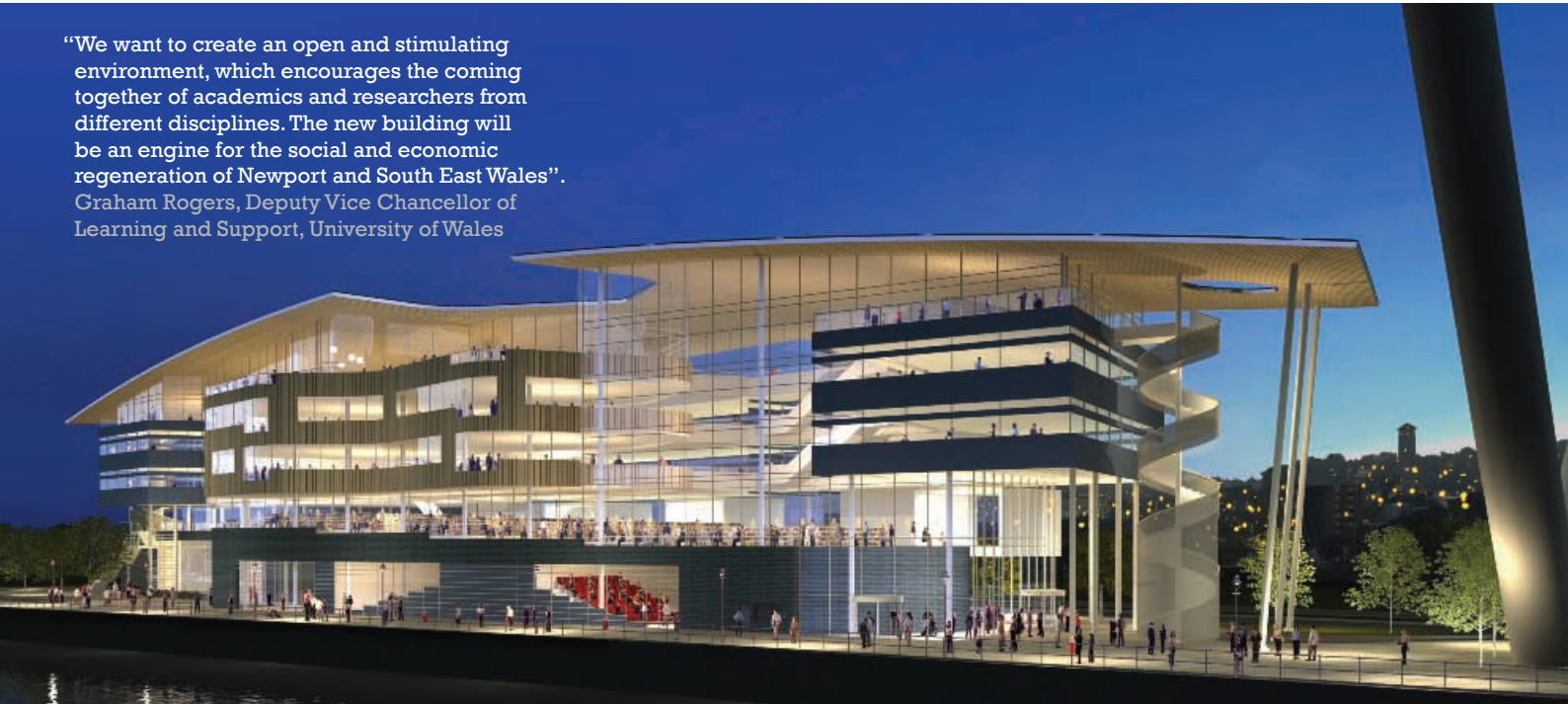
The University of Aberdeen Library is to be an important meeting place, both for students and for those in the local and wider community. The floor plans are open and airy in order to encourage social and academic interaction and group study. The floors can be adapted and changed as required, enabling the crossing of conventional academic disciplines, the adoption of new curricula and flexibility in study areas and book shelving patterns. An atrium spirals through each floor, acting as a vast listening room as well as a point of orientation linking all the library departments together visually.

HOTHOUSE FOSTERS CREATIVITY

Newport City Centre Campus
University of Wales
BDP

The new building brings together the faculties of Art, Design Media and Business and Technology. A focal point is the hothouse – an open interdisciplinary research environment that is designed to socially engineer collaboration and foster creativity, enterprise and innovation. The free-form hothouse floats above the tiered learning resource 'plateau' at the heart of the building. Seminar and design studios wrap around the central space. The building is designed to be physically transparent and open to the city, so that passers-by will be able to see a variety of events happening within and will be encouraged to go inside to the exhibition space and drop-in café.

"We want to create an open and stimulating environment, which encourages the coming together of academics and researchers from different disciplines. The new building will be an engine for the social and economic regeneration of Newport and South East Wales".
Graham Rogers, Deputy Vice Chancellor of Learning and Support, University of Wales



"The building will integrate all of the services that students need to access, and bring together the formal and informal curriculum by integrating social learning space, teaching rooms, library and computing, and provision for skill development and volunteering. In addition, the building and the associated plaza will give the University a new 'front door', opening up the campus to the community, and creating a new public space for Oxford."
Rex Knight, Deputy Vice-Chancellor, Oxford Brookes University

NEW 'FRONT DOOR' OPENS UP CAMPUS TO COMMUNITY

New Student Centre Building
Oxford Brookes University
Design Engine

This project is seen by Oxford Brookes University as a once-in-a-generation opportunity to reconstruct its Gypsy Lane campus to meet the teaching demands that will prevail over the next 25 years and beyond. At the core of the concept is the ambition to bring cohesion to a disparate campus; giving new life to tired buildings and integrating them creatively with a new central forum. These links provide fluid movement across the campus for the first time, so that teaching spaces co-exist with meeting places for the enjoyment of students and staff alike. Above all, the scheme provides adaptable and flexible accommodation for changing curricula and teaching patterns. Designed from first principles for low-energy consumption in construction and in use, the new campus will act as a sustainable exemplar for higher education projects.

"This building does something exciting by opening up an often opaque and private area of study. The transparency and accessibility of the building reflect a desire to enhance UCL's national and international profile in cancer research."
Professor Chris Boshoff, Director, UCL Cancer Institute

DISTINCT SPACE FOR ANALYSING AND SHARING

Paul O'Gorman Building
UCL Cancer Institute
Grimshaw

The UCL Cancer Institute is located in one of Europe's largest bio-medical centres and can house up to 350 scientists. The internal layout of the Institute follows an innovative approach to the design of research laboratories. Practical laboratory space is separated from the write-up area, creating a distinct space for analysing and sharing information. The spaces are divided by a combination of American cherry veneered acoustic panelling and glazed elements with sand-blasted fritting. These provide a degree of privacy between the two areas, while allowing natural light to penetrate into the heart of the laboratories.

Photos: Mark Humphreys

"It was an opportunity to introduce another social facility for students and staff at UCL together with generally improving and enlivening an external area of the College where there had been little activity or anything of interest."
Nick Ayres (Estates Department) and Tim Cary (Students Union)

Photos: Tim Crocker

SMALL PROJECT MAKES BIG IMPACT

Print Room Café, South Quad
University College London
MJP Architects

The Print Room Café lies at the centre of the UCL campus and provides a focus for its community. It is the type of small project that can effect a large change in the character and appearance of a university environment. UCL has a densely packed, inward looking campus with very little communal space. One of the main aims of the masterplan prepared by MJP for the University was to create a clear framework of routes and places to encourage social and academic interaction. The new café has been inserted into the ground floor of a Grade I Listed building at the visual termination of one of the main routes through the campus. The entrance forms a new access into a courtyard, so that this area is also animated.

SHARED SPACE LINKS NEW CAMPUS AND CITY

Public Realm
The University of Manchester
John McAslan + Partners

The recent merger of the Victoria University of Manchester and UMIST created the University of Manchester. John McAslan + Partners' development masterplan and six-hectare public realm strategy has maximised links between the new campus and the city, creating a series of linked public spaces, streets and landscaped squares that are physically, socially, and visually permeable. The shared-space approach mediates issues of safety, congestion, economic vitality and community severance as well as establishing new integrations of traffic and pedestrian movement. The new University Place building has played a key role, creating a gateway to these new pedestrian-friendly connections.

"The University of Manchester has embarked on an ambitious capital plan delivering a series of transformational projects. One of the most transformational schemes has seen the delivery of the first phase of the public realm strategy providing areas of high-quality hard and soft landscape, lighting and seating and new pedestrian linkages that have met with acclaim from staff, students, visitors and other key stakeholders."
Diana Hampson, Director of Estates, University of Manchester

"RE:locate is Queen Margaret University's flagship new-build campus, an architectural realisation of the pedagogy of student-centred learning and our vision for a sustainable, distinctive and welcoming parkland campus.
Steve Scott, Director, Estates and Facilities, Queen Margaret University

ALIVE THROUGH FLEXIBILITY AND INTEGRATION

RE:locate
Queen Margaret University, Edinburgh
Dyer

RE:locate comes alive through flexibility and integration. The heart of the new-build campus is a flagship building of 20,000m^2 combining academic functions (general and specialist) with open-plan offices and support facilities. Activity is focused on a buzzing internal atrium, which contains extensive elements of the Learning Resource Centre – embedding this important resource at the heart of the university. There are 1,000 study spaces, which are 'thin client' enabled, and a variety of areas to support group and social learning. The co-location of office-based and academic teams has created a dynamic campus environment and effected a culture change among staff.

Photo: Keith Hunter

"The remit of the laboratory is to do world-class plant research in the fields of plant diversity and plant development. Key features we wanted the building to address were: interaction (spaces to meet or bump into colleagues); views out of and across the laboratories; natural light; and the adaptability of spaces to meet different needs in the future."
Alan Cavill, Gatsby Foundation client representative

CLOISTER LAYOUT OFFERS INTERNAL STREETS

The Sainsbury Laboratory
University of Cambridge
Stanton Williams

The design has responded to the client's brief with a cloister layout centred on a courtyard, with all main work areas on a single level. Internal 'streets' around the courtyard, with associated informal study and relaxation areas, promote social interaction and dialogue between individuals and across research teams. Views and daylight in laboratories and work spaces are maximised by the positioning of windows and roof lights. Adaptability is addressed by providing equipment and servicing that allows for future re-configuration – laboratory spaces, for instance, can convert into other types of workspace to meet potential future requirements.

CIRCULATION ANIMATES FILM SCHOOL

School of Film and Media
University of Hertfordshire
RMJM

The building contains 3,225m^2 of teaching and technical support spaces. The concept for the building ensures long-term adaptability by clearly defining the two space types. The teaching zone of the building to the north provides a flexible, column-free floorplate with high ceilings for multiple projection screens. It exploits glare-free north light to allow continuous screen working. The southern zone of the building contains all the support, core and circulation spaces. Circulation activity animates the south elevation at the University entrance and benefits from natural daylight. Large double- and triple-height spaces within this zone improve visual connectivity between floors and create space for informal learning.

Photos: Nick Hufton

"The School of Film and Media building provides state-of-the-art facilities to support the teaching and learning activities of the course and the University. The single-sided organisation of the plan avoids the internal central corridor typical of many teaching buildings, and gives equal importance to circulation space and classrooms – supporting the promotion of an informal curriculum."

Chris McIntyre, Dean of Creative and Cultural Industries, University of Hertfordshire

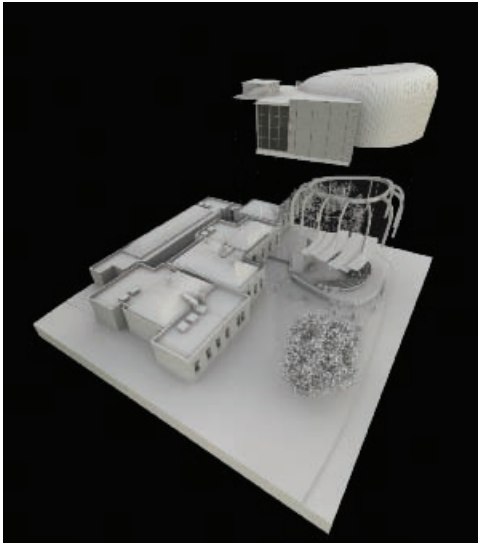
AUDITORIUM CREATES LANDMARK ON CAMPUS

School of Management Auditorium

Royal Holloway University of London

Paul Murphy Architects

The College's School of Management occupies a former chemistry laboratory that had been previously extended, resulting in a collection of buildings with a number of entrances. The School required a formal, 100-seat tiered lecture theatre equipped with state-of-the-art IT and AV equipment and arranged in a horseshoe formation to support a full spectrum of business and management courses. The new building was also required to improve the entrance and visual appearance of the School and reflect its reputation for forward thinking. The plan generated the sculptural form of the building in which the auditorium is read as a separate volume, linked to the existing School by a new double-height atrium space that performs a dual function as a crush space for the auditorium and new entrance for the School.



Photos: Nicholas Kane

"We are delighted with the success of this building and the opportunities for creative teaching and learning this imaginative new extension provides. The dramatic scale and shape of the external form makes it a landmark on the campus, while the intimacy of the internal space is unexpected and striking. It provides the School of Management with a strong statement of high-quality and leading design."

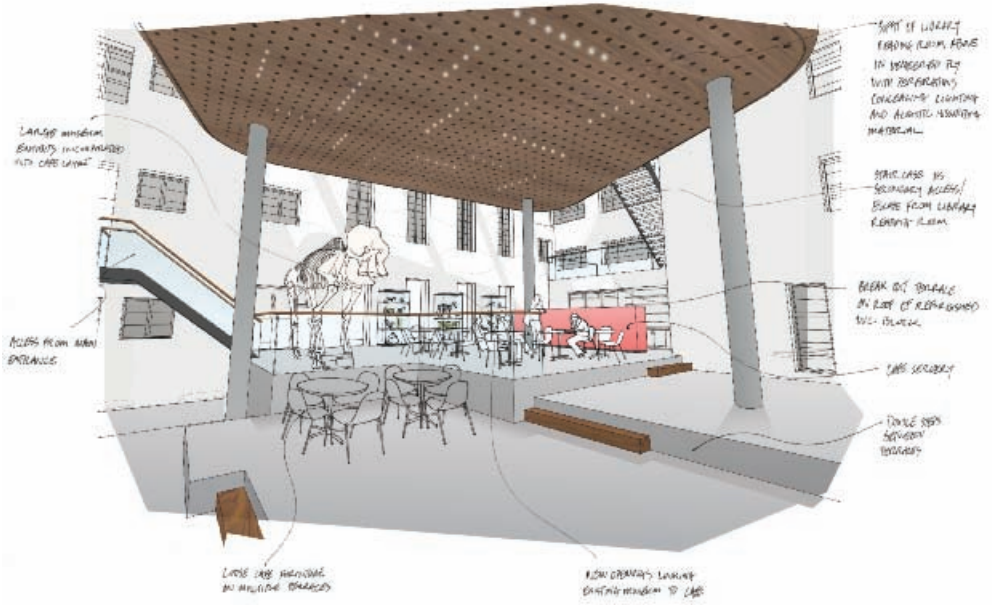
Professor Chris Smith, Head of School

SOCIAL LEARNING FACILITY FROM UNDER-USED COURTYARD

Social Learning Café
The Royal Veterinary College
Architecture plb

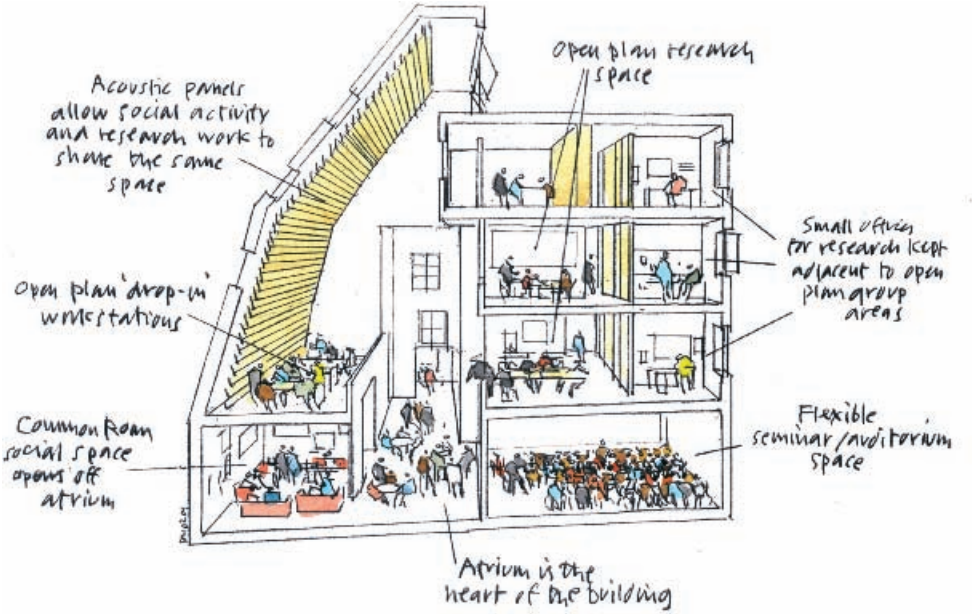
This conversion of an under-utilised courtyard on the Royal Veterinary College's Camden campus provides additional library, refectory, teaching and museum space in the format of a large, flexible, open-plan 'social learning' facility. The project creates a dramatic focus to the campus that is greater than the sum of its parts, rejuvenating the building and enhancing the educational experience.

Generous split-level terraces, a café and a high-level, semi-enclosed reading room connected via a bridge to the library all sit beneath an ETFE roof that maximises precious daylight within an atrium that is passively ventilated and cooled. Strong links with the adjacent museum lends the atrium a character unique to the Royal Veterinary College.



"The Social Learning project at once transforms both campus and student experience. It provides us with a large, airy, flexible space for all those 'in-between' activities and informal interactions that are vital to creating a vibrant, modern learning environment."
Ian Mehrtens, Director of Estates

"In the New Classics Centre, the architects have created a building in which teaching, learning and research can develop in a synergistic and symbiotic environment."
Professor Alan Bowman, Faculty of Classics, Oxford University



INCREASING INTERACTION WITHIN FACULTY

Stelios Ioannou Centre for Classical and Byzantine Studies

Oxford University

van Heyningen and Haward Architects

The key generating idea was the desire to increase interaction (formal and informal) between members of the Classics faculty, accommodating them all so that the academic life of its subject and the quality of research was strengthened, and so that the University continued to attract and retain the best people in the field. The project provides a range of facilities that addresses all needs within the faculty, from general to specific, around a shared atrium and clear circulation that provides maximum visibility and interaction. This unites the historic rooms with the new spaces into a single, high-quality environment.

"The design brief – to refurbish the exterior of the building – has resulted in a complete facelift, realised with a pleasing simplicity and freshness."
Dr Alan Pickering, Head of Psychology Department, Goldsmiths

Photos: Alan Williams

FACELIFT FOR DULL 1960s TEACHING BLOCK

Whitehead Building
Goldsmiths, University of London
A-EM Studio

This ambitious project enriches a run-of-the-mill existing teaching block with an architectural signature to match the international reputation and ambitions of the college. The original facades of the 1960s building were either replaced or over-clad with materials chosen and deployed to give visual unity to the three sections of the building: the four-storey timber-clad teaching block, the administration 'link' block and the brick-clad 300-seat lecture theatre.

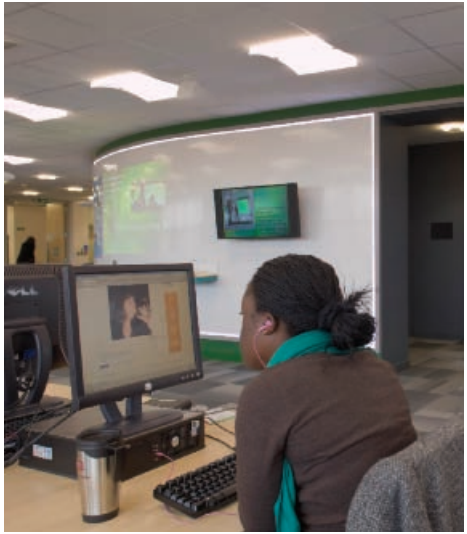
The ground floor, clad in dark grey fibre cement board, forms a 'plinth' from which the rendered elements project, and into which an enlarged entrance foyer and glazed colonnade entrance are carved.

CREATIVE WALL SPEAKS VOLUMES

The Wolfson Research Exchange
University of Warwick
MJP Architects

The Wolfson Research Exchange provides a dedicated facility for researchers designed to stimulate collaborative working and provide a focus for research support. It consists of a small lecture space, a 'creative wall', breakout space and desking for 60 students – including an area dedicated to quiet study. It also incorporates a flexible conference suite that utilises sliding acoustic screens. The focus of the facility is on collaboration: the 'creative wall' provides a practical facility but is also a metaphor for the benefits of collaboration. The wall is a focal point for the display of visual material in both digital and more traditional interactive formats, such as magnetic white boards. The wall incorporates an innovative panelling system that can accommodate shelving, white boards, and plasma screens – all fixed magnetically. A matrix system allows projections on to the wall of events within the facility or, potentially, elsewhere in the wider University.

Photos: Tim Crocker



"The design of the new research facility responds to the need for research spaces to support numerous modes of working. We have provided a mix of physical spaces such as traditional individual study areas alongside more flexible and interactive space to stimulate creative thinking across disciplinary boundaries."
Anne Bell, University of Warwick Librarian

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