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1. Objectives

Expressions of interest have been invited from architects and architectural practices, individually or in collaboration, interested in working with the Faculty of Architecture, Building and Planning and University in the role of architect for the new building. This document forms part of the information package to the architects / architectural practices short listed for the design competition.

The purpose of this document is to provide the design competition with the general briefing information including the accommodation requirements and desired spatial relationship of the functions. Compilation of a detailed functional brief will form part of the role for the successful architect / architectural designer upon appointment.

2. Background

2.1 Faculty Background

The Faculty of Architecture, Building and Planning (ABP) is the leading regional educational institution addressing the design and realisation of inhabited environments. The Faculty prepares students to engage with the future as leaders through educational programs focusing on the planning, design and construction of centres of habitation.

ABP maintains excellent and extensive relationships with members of the built environment professions, government, professional associations and the wider community, and actively seeks to extend the linkages between education, research and practice in the built environment.

The Faculty has 150 permanent staff and approximately 1,900 students (one third of whom are international). Students currently undertake courses across a range of professional disciplines including Architecture and Urban Design, Landscape Architecture, Property, Construction and Urban Planning.

The Faculty fosters an active and collegial research environment that brings together staff and students to exchange knowledge and engage in debate on key topics. Current research centres on several key themes, including sustainable built environments; urban futures, with particular focus on housing, transport and communities; design, technologies, management and practice; and built environment history, heritage, theory and social critique in the Asia-Pacific region.

As a result of the implementation of the Melbourne Model the Faculty is currently undergoing a period of significant change. New incoming undergraduate students enter into the Bachelor of Environments (BEnv), a cross-faculty degree into which the Faculty teaches whilst also teaching out the current undergraduate degrees. This undergraduate entry program offers majors in eleven pathways, including the five relevant to the Melbourne School of Design. Members of ABP teach into the BEnv programs and lead curriculum development in these five pathways. More information about the faculty can be found at: www.abp.unimelb.edu.au

Current Facilities

The Faculty currently occupies the Architecture and Old Commerce Buildings near the north-eastern corner of the Parkville campus. The buildings are reaching the end of their serviceable life, and are no longer adequately meeting the needs of the faculty as it delivers programs into the Melbourne School of Design. The nearby Baldwin Spencer Building is currently being redeveloped into a student centre that will provide administrative service to students in both the Bachelor of Environments and Melbourne School of Design programs.

2.2 Project Scope

The new building will consist of educational facilities for staff and students, with a total floor area of approximately 18,000m². The budget for the new building will be approximately AU\$90 million for construction and fitout, plus consultant fees; a major portion of this sum has been committed by the University with the balance of the funding currently being sought from Federal, State, and private sources. Construction is anticipated to commence in early 2011, with an anticipated completion date of 2013.

The areas [below], combined with circulation, storage and amenities (lifts, toilets, etc) as well as informal study spaces scattered throughout the building, will equate to the 18,000m² total indicated above.

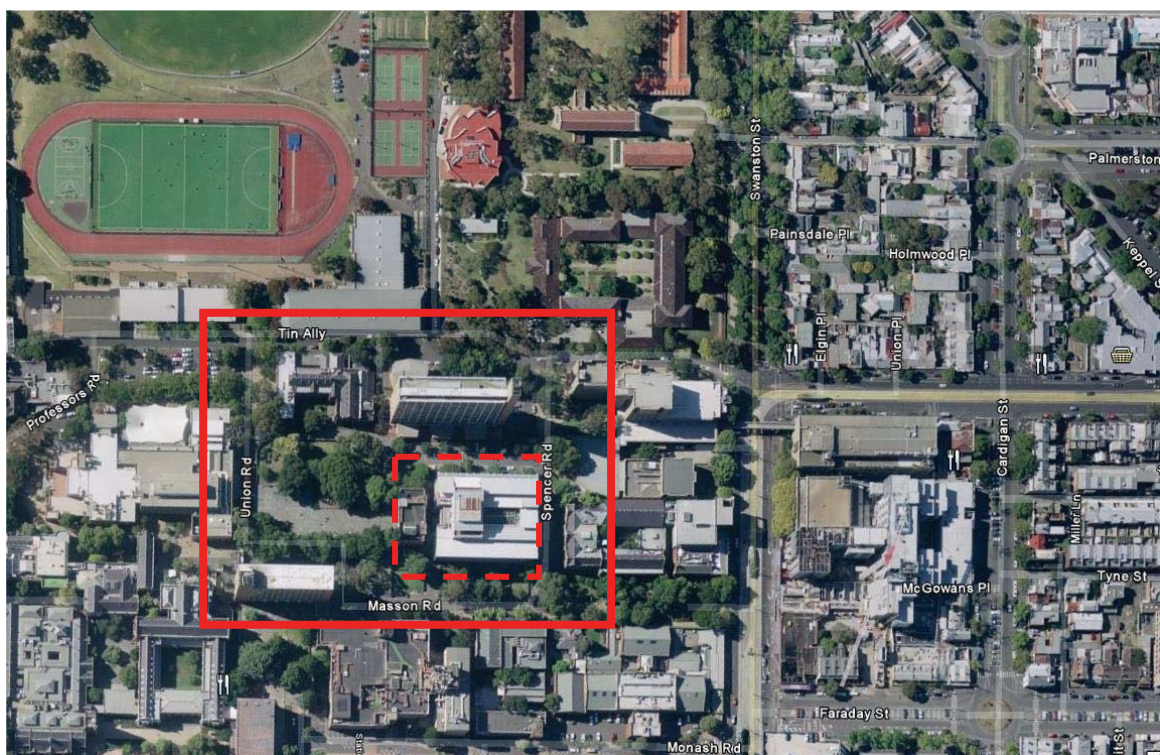


Figure 01 – Aerial photo of site locale and building area (shown dotted). *GoogleEarth*.

2.3 Growing Esteem and the Melbourne Model

The Growing Esteem strategy, adopted by the University in December 2005, lays out a ten-year plan to fulfil Melbourne's aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and knowledge transfer. See <http://growingesteem.unimelb.edu.au/>

In 2008, as the cornerstone of Growing Esteem, the University introduced landmark educational reforms known collectively as the Melbourne Model. These reforms were designed to create an outstanding and distinctive Melbourne Experience for all students. The Model is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

2.4 Bachelor of Environment

The Bachelor of Environments is a new-generation degree, and is taught between four different faculties (Architecture Building and Planning, Engineering, Land and Environment, and Science). This unique multi-faculty program provides opportunity to engage with differing technologies and teaching styles, whilst focusing on the problems facing the natural, built and physical environments. This also allows our students opportunities both in and outside the classroom to engage with a wide range of academics, researchers and professionals.

The Bachelor of Environments is an innovative new degree, it will provide students with the skills needed to be creative thinkers in the built and natural environment disciplines. The degree brings together expertise from a range of discipline areas across the University to provide leadership in the study of built, natural and virtual environments, and is unique within Australia.

This three year degree will give students a broad understanding of the issues and challenges that shape diverse environments, whilst providing the opportunity to focus on an area of specialisation.

The degree program is structured so that students can keep a number of career and further study options open throughout.

2.5 Melbourne School of Design

As part of a renewed focus on postgraduate studies, the Faculty launched its graduate school, The Melbourne School of Design (MSD), in 2008. The MSD is the first graduate school in the Asia-Pacific region devoted to design professions responsible for habitable environments. It is distinctive from its competitors in its aim to inspire discovery enhanced by interdisciplinary reflection, and its integration of research, teaching, and practice around the environmental demands of all forms of urbanisation.

The Melbourne School of Design is a dynamic, collaborative and interdisciplinary community of students, academics and professionals with a mission to develop leading practitioners and scholars. Engaging the most advanced studio and seminar-based teaching and research, MSD students will develop new methods and perspectives, critical reflection and modes of action to address the environmental, social and aesthetic challenges in producing sustainable centres of habitation, locally and internationally. More information about the Melbourne School of Design can be found at: <http://www.abp.unimelb.edu.au/graduate-school/>

2.6 Course Structure

The projected ABP teaching load for 2018 is 1631 students, which comprises the following breakdown:

Undergraduates – 883 (775 of whom are Bachelor of Environment)
Masters by Coursework – 640
Masters by Research – 32
PhD – 86
Graduate / Post Graduate Diploma - 10

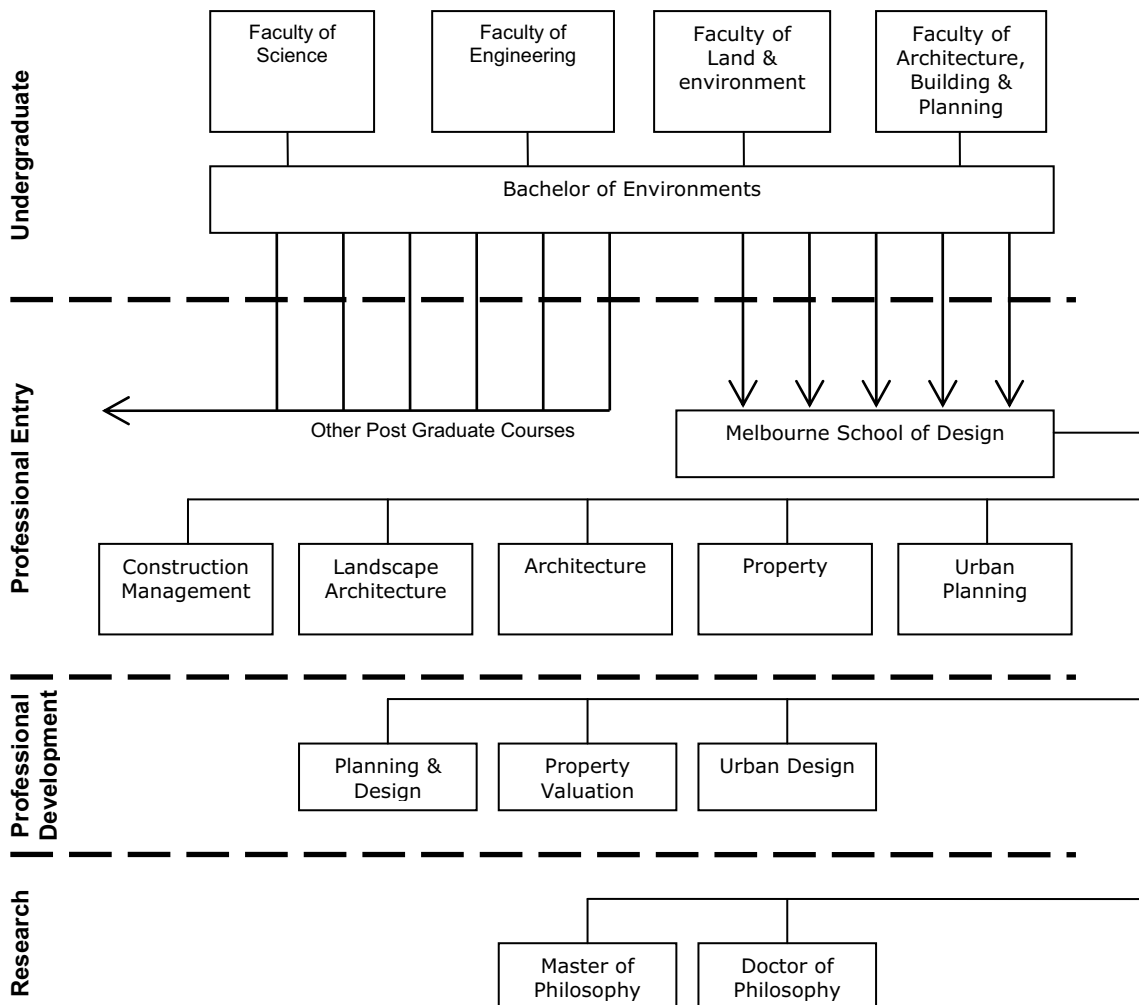


Figure 02 – Faculty of Architecture, Building and Planning Course Structure

3. Design Philosophy

The design philosophy for the new Faculty of Architecture, Building & Planning building is centred on an opportunity for the Faculty to achieve strategic objectives relating to the positioning of ABP and the MSD, with a commitment to innovation in relation to the design and delivery of an outstanding campus building.

The aspiration of the faculty and the University is that the new building will demonstrate an outstanding level of quality in both the processes of design and development and in the finished product. The resulting design will provide an excellent working environment to encourage high quality research, teaching and learning.

The following design principles should be considered by the architect / architectural practices as forming the basis of the design.

3.1 Architectural Presence

The new building should achieve international recognition not only for their significant external architectural qualities but also for the nature of the internal teaching environment. The new

building should achieve a quality benchmark commensurate with the significance of the endeavour. Importantly, the architectural presence should be expressive of the learning being undertaken within and will be a place of choice for the new generation of undergraduates.

3.2 Responsive Building

The design will demonstrate outstanding performance in the design and on-going operation of its environmental systems. It will use the best available techniques and technologies for sustainable design, and for the use of materials, energy, air and water. The building will also act as a laboratory, providing opportunities for staff and students to control, adjust and monitor environmental systems such as sun-shading or natural ventilation. The building will take advantage of local climate conditions to resourcefully provide high levels of occupant comfort, which will be evident through changes in the internal environment or to the external fabric.

3.3 Campus Activation

The building will be built on a significant site at the University of Melbourne. The prominence of the site will therefore provide an opportunity to activate the Centre Precinct through its relationship to Union Lawn.

The Master Plan sets forward a plan to remove the existing car parking between the ABP building and the Reymond Barry Building, and to develop a north south open space pedestrian link on the eastern edge of the site linking Tin Alley and Masson Road (Master Plan 9.4 Urban Principles).

3.4 Public Interface

The new Faculty building should be designed to welcome and encourage students on campus to engage with the activities of the Faculty by providing informative displays of student's work and industry knowledge, exhibition spaces, and visual access to workshop activities.

Campus students should be encouraged to engage with the café and lecture theatre spaces.

All of these ground floor programs should be designed to facilitate and foster a better understanding of the aims of the built environment programmes.

3.5 Collaborative Learning

The new building should be designed to encourage students to collaborate with other students and lecturers alike. A focus of the design should be to enable the library and informative teaching spaces to be within easy access for students decanting from timetabled classes and lectures.

It is important to design the building to make both the horizontal and vertical connectivities throughout as easy and usable as possible.

3.6 Flexibility for Future Change in Teaching Programmes

The design of the new building must acknowledge that the nature of teaching in built environment courses will change within the lifespan of the building. As such the design should provide for future adaptation in both teaching and office space to accommodate for this dynamic change in teaching focus. Internal spaces will be adaptable and flexible, but still have access to high quality natural light, ventilation and acoustics.

3.7 Staff Amenity

It is acknowledged that the value of human capital is pivotal to any research facility. The design philosophy for the new facility will be based around providing a level of staff amenity to make this a workplace of choice for academics from around the world. The workplace is to be based on appropriate standards for staff accommodation, within the proposed budgetary guidelines. There should also be provision for space for staff to break out and meet and collaborate at a social level in acknowledgment of the fact that the contemporary workplace provides better productivity results if there is potential for staff to rest as well as work.

3.8 Operational Management

The design philosophy should support and enhance the operational management of the new facility. The philosophy should aim at making as efficient as possible the operational management to reduce running costs whilst creating an enhanced learning environment. Key to this philosophy should be the location and accessibility of the administrative and back of house areas to the support staff.

3.9 Hours of Operation

It is acknowledged that due to the nature of the built environment courses there will be a need to provide 24 hour access to selected parts of the building to allow students to complete work (study, draw, model make etc). Areas with controlled hours of access should be designed so that they can be isolated and secured from the 24 hour access areas in a logical manner.

3.10 Engineering Services

The engineering services design philosophy should be based on the following key drivers:

- > To provide flexibility and adaptability for future change in the teaching environment.
- > To provide servicing which is energy efficient such that it reduces recurrent costs.
- > To allow adequate redundancy in services to cater for the change in learning focus.
- > To provide an engineering system which are low in maintenance cost.
- > To ensure a high degree of security to the engineering services infrastructure.
- > To ensure that the engineering services are fully integrated into architectural design;

3.11 Structural Design

The design philosophy for the structure should be to provide all of the necessary efficiencies in the structural design to optimise the budget into the building fitout.

3.12 Occupational Health & Safety / Universal Access / Regulatory Requirements

The design should ensure that best practice workplace safety principles are integral to the functioning and operational management of the facility. Furthermore, the principle of universal access should (where at all possible) be integral to the design approach. The building shall meet the minimum requirements of the applicable university, local, state and federal regulatory requirements.

4. Facility Planning

4.1 Building Accommodation

4.1.1 Common Amenity

Foyer

As the main entrance and gathering point of the building, the foyer will link directly to the café, lounge, main lecture theatre, main exhibition space and library, and circulation to the other spaces within the building. The foyer will be a place for the display of information, gathering and orientation.

Design Outcomes

- > Large spatial volume: a focal point with architectural merit.
- > Express the building's function and hierarchy.
- > High levels of natural light.
- > Allow for display boards, including digital format.

Lounge

As a place for students to relax, reflect, meet with friends and colleagues, eat, and study, the lounge will be a space available to students 24 hours a day. The space should accommodate 50-70 students seated.

Design Outcomes

- > The space should provide both quiet areas for reflection and retreat together with more active areas.
- > The lounge should be located on the ground floor level with direct physical and visual connection to the café.
- > Allow for a combination of built in and loose furniture including lounges, small and large tables

Exhibition Spaces

Main Exhibition Room

As a dedicated exhibition space, this room is for the short to long term display of both student and professional work throughout the year. The displayed work will include 2D format such as drawings and paintings together with 3D formats such as sculptures and architectural models.

Design Outcomes

- > High level of amenity for the short to long term display of work, both in 2D and 3D format.
- > The space should provide for a high level of both natural and artificial light control through dimming and black out curtains.
- > Allow a high level of air conditioning control.
- > Wall hanging space should be at least 70 % of the total perimeter wall area and extend from floor level to 2.7m above floor level.
- > Single main entry into the space for the public.
- > Flexibility for modifying the space through the use of partition systems.
- > Adjoining preparation room with wet area and benching.

Second Exhibition Room

A dedicated exhibition space, this room is for the short to long term display of student work throughout the year. The displayed work will include 2D format such as drawings and paintings together with 3D formats such as sculptures and architectural models.

Design Outcomes

- > Highly visible and accessible space for the public and students alike to view student work
- > Wall hanging space should be at least 70 % of the available wall area and extend from floor level to 2.7m above floor level
- > Flexibility for modifying the space through the use of partition systems

Café

Located on the ground floor, the café should connect directly to the lounge and foyer spaces. It should also connect directly to either Union Lawn or the new pedestrian link between Tin Alley and Masson Road (Masterplan 2008).

Although the café space is to be a tenanted space to be fitted out and operated by an external provider, the design of the café shall include a high level of integration within the overall building fabric, and the spatial arrangement of the front of house and back of house functions. Fit out by the external provider is limited to the Back of House (kitchen, cool rooms, office and preparation area) and Front of House (service counter area, loose furniture, signage), however the base building shall provide all the necessary services provisions for their installation.

Design Outcomes

- > Design of the general café arrangement including Front and Back of House.
- > Café to serve hot and cold food prepared on site.
- > Internal seating for 30-50 people; external seating area for 30-50 people.
- > Internet connection, including kiosk type computer access.
- > Large layout type tables to encourage and provide opportunity for students to eat and work.
- > Entry into the café should be from multiple internal and external points but with a dedicated point of entry from the foyer.

4.1.2 General Teaching

Tutorial / Seminar Rooms

These spaces are to be used for tutorials and seminars, and although they will be used generally for traditional teaching methods they will also be used for teaching using digital media formats. Each space should cater for small class groups of 15-25 students.

Design Outcomes

- > Acoustic and visual privacy.
- > Whiteboard and digital projection facilities.
- > Flexible spaces and furniture to enable the display of students work (2D and 3D).

Informal Teaching Spaces

To supplement the formal teaching spaces, these informal areas will be suitable for students both individually and collectively to undertake a range of activities such as private study, group meetings, critiques, draw,

Design Outcomes

- > Direct connection to formal teaching spaces.

- > High levels of natural light.
- > Large areas of wall hanging space from floor level up to 2.4m above floor level.
- > Wireless internet connection.
- > Lay out tables with built in and loose chairs.

Lecture Theatres

Large Lecture Theatre

With a capacity of 450 students, the main lecture theatre is to be used as both a formal teaching space and for industry related presentations and seminars.

Design Outcomes

- > Space to be located on the ground floor in close proximity to the building foyer.
- > Clear line of sight from each seat to the presentation zone of the lectern and projector screen using tiered rows of seats.
- > Projector screen of nominal dimensions of 9.2m x 3.7m.
- > Individual padded seat for each student with writing ledge or tablet suitable for long periods of sitting.
- > Acoustically designed to limit external noise sources in accordance with the Design Standards.
- > Projection room at the rear of the space for audio visual projection.
- > Store room supporting presentation zone.
- > Disabled access in accordance with regulatory requirements.
- > Gathering space adjoining main lecture theatre of equal size supported by toilet amenities.

Medium Lecture Theatres

With a capacity of 120-150 students, the lecture theatres are to be used as a formal teaching space.

Design Outcomes

- > Space to be located on the second floor or higher, not the ground floor.
- > Clear line of sight from each seat to the presentation zone of the lectern and projector screen using tiered rows of seats.
- > Projector screen of nominal dimensions of 9.2m x 3.7m.
- > Individual padded seat for each student with writing ledge or tablet suitable for long periods of sitting.
- > Acoustically designed to limit external noise sources in accordance with the Design Standards.
- > Disabled access in accordance with regulatory requirements.
- > Gathering space adjoining main lecture theatre of equal size supported by toilet amenities.

Small Lecture Theatres

With a capacity of 50-60 students, the lecture theatres are to be used as a formal teaching space.

Design Outcomes

- > Space to be located on the second floor or higher, not the ground floor.
- > Clear line of sight from each seat to the presentation zone of the lectern and projector screen using tiered rows of seats.

- > Projector screen of nominal dimensions of 9.2m x 3.7m.
- > Individual padded seat for each student with writing ledge or tablet suitable for long periods of sitting.
- > Acoustically designed to limit external noise sources in accordance with the Design Standards.
- > Disabled access in accordance with regulatory requirements.
- > Gathering space adjoining main lecture theatre of equal size supported by toilet amenities.

Design Studio Spaces

Post graduate students will be provided with dedicated design studio spaces. Each space should accommodate 16 to 20 students providing flexible spaces for the production and discussion of digital, paper and physical models, and will include the interaction between staff and students as well as peer to peer learning. Access to each space will be restricted to the students allocated the space plus staff, and will be available 24 hours a day.

Design Outcomes

- > Spaces that create an environment that encourages and promote students to spend long hours in these spaces.
- > High levels of natural light with views to the outside.
- > Furniture and furnishings suitable for multi design formats.
- > Large areas of wall hanging space from floor level up to 2.4m above floor level.
- > Secure spaces with restricted access.
- > Easy and close access to amenities and information services.
- > Acoustic privacy.

Workshop - Construction, Modelling and Design Facilities

An essential component of the learning curriculum for built environment students is the ability to articulate their ideas in 3 dimensions, and to also understand construction fundamentals. The workshop will provide basic facilities such as spray booths, fume cupboards and toxin-free workspaces, extensive spaces for working with foam-cutting and plastics, equipment and space for working with metals, woods, clay and concrete, as well as ordered and flexible spaces for model making.

Technical support staff will be available to provide for assisted design and construction activities as well as after hours access being enabled for areas dedicated to lower-risk activities.

Design Outcomes

- > Flexible spaces laid out or based on a hierarchy following health and safety and security measures.
- > 24 hour access spaces - basic student model making, flowing through to space dedicated to activities requiring occasional supervision.
- > Minimally supervised space - workbenches and basic hand tools, with separate areas dedicated to work with metals, timbers and plastics. A heavy-duty spray-booth should be available for the use of industrial adhesives as well as gluing and plastic cutting spaces with appropriate air-extraction hoods installed. An eye-washing and emergency shower station must be available to ensure health and safety considerations are being fully met. Flow through to areas requiring regular supervision.

- > Regularly supervised space - vacuum forming of plastics, full foam-cutting, woodworking and metalworking equipment including a shielded welding area, soldering equipment and equipment for grinding, cutting and shaping metals and other hardened materials. A wet-working area for working with concrete and clay should also be included.
- > Storage space shall be provided for materials, tools and equipment including a quality storage system for a materials library. Storage spaces should include an exterior storage space for goods and equipment, as well as partially covered space for larger-scale construction activities which are unsuitable to be carried out inside a workshop environment.

3D Fabrication Room

To be located in close proximity to the workshop, the 3D Fabrication Room is a facility in which the students can produce small plastic 3D models and precision laser-cut craftwood. The space will consist of 2no 3D model makers (approximately 450Hx 450Wx600D each) that can sit on a standard height worktop. The laser cutter requires a secure room for access by supervisors only, with the cutter mounted on a vibration controlled platform. This space shall also consist of heavy duty shelving for the storing of materials.

The room shall provide space for 10 PCs terminals for students and 2 workstations for supervisors.

Design Approach

- > Room shall be adjacent Workshop.
- > Clear, obstructed circulation.
- > High level of natural light.
- > Separate entry for staff / students and materials handling.
- > Space for large cutting table (approx 3000x1500).

4.1.3 Information Resources

Library

General

The Faculty sees its dedicated library as being at the core of the community; the place to which students and academics go when they want to consolidate their ideas, with access to good books and journals, drawings and electronic media. It may extend over more than one level, zoned to incorporate groups of students and open 24/7, and staffed by librarians whose role is also to teach and mentor. Use of the library across the faculty will vary.

Undergraduate	Active, IT supported social and collaborative learning environments as well as quick access computers.
Graduate coursework	Problem based learning, IT supported collaborative learning environments, discussion rooms, some individual study environments.
RHD (Masters & PhD)	More elite environments, supportive of individual, quiet, reflective work.

The library will bring together the graduate collection currently housed in the ABP building, and elements of the Environments collection both from within and outside the campus. The collection although generally integrated, will also include an area adjacent the main collection for a specialised Environments collection consisting of current, topical subjects, thereby providing the Environments student cohort with its own identity, which currently does not exist in the distributed model.

Design Outcomes

- > Cluster functions within the library according to type or category of use.
- > Separate clusters vertically within the library according to levels of use or social activity.
- > Provide areas on each floor that support both quiet and independent learning and more social group based activities.
- > Provision and planning for 24/7 access: A percentage of the learning environment will be accessible by swipe card access outside of library operating hours. This potential 24/7 access area therefore needs to be located outside of the library security gates
- > Wall space for paintings and artefacts (ie 7.6m x 1.8 (WxH) painting; 2 x 1m x 1m plaster friezes).
- > Notice boards and display spaces in prominent spaces for general and specific information.
- > Locate user services close to main circulation spine for legible user movement
- > Ensure that these 'shopfronts' are clearly visible from main circulation areas and from all areas of the floor.
- > Spatial Efficiency – make use of circulation areas for informal gathering
- > Determine areas where circulation can effectively overlap with service areas or other high level activity areas.
- > Provide for informal gathering in these areas.
- > Design these areas to be destination zones within the library.
- > Visual links – visual and physical connections are to be maintained throughout the library and across levels.
- > Shelving to be designed to ensure EH&S compliance - height shelving not too high or too low

Student study / learning environments

Supporting the library collection will be a number of dedicated students spaces including collaborative learning spaces, reading tables, individual study tables, computer workstations and quick access terminals.

Design Outcomes

- > Provision for Collaborative Learning Spaces for active learning (some with integrated computer workstations, some areas will provide for small group presentation and discussion areas supported by integrated IT, presentation equipment such as 40" LCD screens, along with whiteboards and / or smartboards).
- > Provision for reading tables distributed in both small group and quiet study zones.
- > Provision for individual study tables for individual work distributed in quiet study zones.
- > Provision for individual computer workstations for individual work distributed in quiet study zones.
- > Quick access terminals available on all floors (as applicable).
- > Provision of flexible layout spaces.

Staff environment

The library will have 11 staff including one Discipline Librarian and one Service Supervisor and should be designed to accommodate innovative work processes to optimise operational performance.

The design should not only consider the design of individual workspaces, but the creation of a collective environment that is more appropriate for knowledge work as well as considering the more traditional activities that will continue to be undertaken by library staff.

Design Outcomes

- > Provision for a kitchen or kitchenette if sharing a common / tea room with Faculty.
- > Provision for a photocopier / fax area.
- > Provision for a storage area.
- > Provision for staff toilets / shower facilities.

Service point & returns processing

The University of Melbourne libraries are gradually moving toward a system in which students become responsible for their own loans using self-service loan kiosks. Although there is also a trend toward self-service returns, it is envisaged returns will still require a dedicated returns processing point that should be adjacent the service point, incorporating an automated book sorting system.

Design Outcomes

- > Single staffed service point adjacent entry with high visibility to general library space, in particular to the rare book collection, short term loans and holds / bonus shelving.
- > Simple, unobstructed, highly efficient work environment capable of allowing staff to multi-task

Library Store

The faculty library also requires provision for back of house store where journals, drawings, and other material to be kept separately from the main library space. This material is invaluable and will require a controlled environment for its long-term preservation. Books and journals are to be stored using commercial grade shelving, while drawing type material is to be housed in plan drawers.

- > Shelving: 500 lineal metres
- > Plan Drawers: B0 size x 30 drawers

Access to the material will be regular and there should be large layout spaces provided together with a dedicated PC work desk area adjacent the entry door.

Design Outcomes

- > Artificial light only
- > Museum quality environment including controlled temperature and humidity air conditioning systems
- > Good circulation to shelving and map drawers
- > Close proximity to library back of house

Computer Labs

Separate computer labs are to be provided for Melbourne School of Design, Bachelor of Environment, and Research Higher Degree Students.

While these spaces for the Melbourne School of Design students are principally to provide a computer platform for computer aided design and word processing etc, they will also require adjoining layout space for support material such as drawings and books, similar to a professional office environment.

Each room should accommodate 30 students as a minimum. Access to these spaces will be restricted via student card access.

Design Outcomes

- > High levels of natural light without glare.
- > Layout space adjacent computers for the Melbourne School of Design labs.
- > Close proximity to Print Room and 3D Fabrication lab.

Print Room

Students in the computer labs will be able to print their work in the print room from their PC's or laptops. Within the print room there will be 2no. large plan printers, 2no. medium sized printers and 2no. standard A4/A3 photocopiers.

The print room will be supported by a staff member who will have a designated workstation with PC.

Design Outcomes

- > High levels of natural light.
- > Good ventilation.
- > Good circulation space around each printer.
- > Close proximity to the computer labs.

IT Support

Supporting the faculty computer / digital systems will be the dedicated IT support staff whose role is to ensure these systems are maintained, upgraded and secured for students and staff. Accommodating up to 5 people, the space will provide a vital service within an academic framework supporting a multitude of software and hardware platforms.

Design Outcomes

- > Centrally located with good access throughout the building.
- > Located in close proximity to staff lunch room.
- > High levels of natural day light.
- > Individual workstations for each staff member with good levels of shelving and storage.
- > Adjoining store room with commercial grade full height shelving.

4.1.4 Research Higher Degree Students (RHDS)

Accommodation for up to 100 students within the building for the post graduate students should provide both quiet areas, for solitary work, and collaborative spaces for group or team work. These spaces should be located in an environment that reflects the nature of the work while providing inspiration and cause for reflection. All spaces within this area will be unassigned.

Access to the Research Higher Degree space will be via student card access.

Design Outcomes

- > Area located on higher level of the building with good access to the library and amenities.
- > High levels of natural light including shaded views overlooking the campus.
- > Acoustic privacy throughout all spaces.
- > Quiet spaces should be low height partitioned for visual and sound privacy with good work areas to accommodate laptop computers, books and drawings.
- > Collaborative spaces for groups or teams up to 6 people.
- > Meeting rooms for up to 10 people.
- > Provision for a tea room.
- > Provision for a photocopy room.

4.1.5 Faculty and Academic Staff

Executive Staff

As head of the faculty, the Dean's office should be commensurate with the position by providing a high level of accommodation. Features of the room should include a meeting space for a medium sized table, a large desk with return, and book shelving.

The executive staff also includes the Deputy Dean and Faculty General Manager whom will both have individual offices with space for a medium sized meeting table, a large desk with return, and book shelving.

Design Outcomes

- > High level of amenity commensurate with these executive positions.
- > Restricted access.
- > Provision for a reception area.
- > Close access to board room and meeting rooms.
- > Close access to 5no. support staff including Dean's PA.
- > Close access to a kitchen and staff toilet amenities.

Support Staff

Provision is to be made for the accommodation of 50 support staff that includes administrative positions, IT support, facilities management and marketing.

Design Outcomes

- > Open space plan with individual workstations.
- > Back of House storage including compactus.
- > Provision for meeting rooms.
- > Provision for a kitchen on each if support staff on multiple levels.
- > Separate IT support office centrally located within building.

Academic Offices

Provision is to be made for the accommodation of 100 full-time academics in individual offices. Each office should include enough room for a workstation, small meeting space and ample book shelving.

Design Outcomes

- > Each office should have access to direct natural day light.
- > Acoustic privacy between offices and adjoining spaces.
- > Each office should have a visual connectedness to other academic offices and students, although the student spaces should not be directly adjacent.
- > Direct access to a tea room and designated staff toilets.
- > Easy access to staff room, support staff and photocopy area.

Academic Open Plan Area

Provision for an open plan work area with hot desks for 200 part-time academics should be provided including meeting rooms, break out areas, storage, and photocopy space.

The space is to be supported by a staff room including kitchen, to be used by all academic staff (full-time and part-time).

Design Outcomes

- > Close proximity to the full-time academics and students.
- > High levels of natural day light.
- > Acoustic privacy between quiet and active areas.
- > Staff room isolated but within close proximity to the work areas.

Meeting Spaces

Within the office area there is a requirement for a variety of meeting spaces to support the day to day activities of the faculty staff.

Executive Meeting Spaces

Within the executive and administration area there will be a large boardroom seating 20, with an adjoining kitchen. A small seminar room which will accommodate approximately 15 people and two small 8-10 person meeting rooms will also be located within the administration and executive suite.

Design Outcomes

- > Major meeting rooms in the executive area should have provision for high-end audiovisual functions necessitating the requirement for dim down and blackout environment.
- > High quality finishes.
- > Framed views overlooking key elements of the campus.

Staff Amenities

As well as a number of formal meeting room spaces within the facility there is a requirement for high levels of staff amenity to ensure that the workplace is functional and enjoyable to work in.

The following amenities should be provided in the new facility:

- > A large staffroom containing an open kitchen.
- > A secure outdoor deck.
- > A number of intimate and informal breakout areas, acknowledging that a significant number of staff within the building will be accommodated in open plan workstation space, throughout the office space.
- > Provision for tea points.
- > Staff toilets, located on each level within the workplace.
- > A photocopy and production room, as a general resource to all staff.
- > Change, shower and locker facilities adjacent to a large bicycle store.

Design Outcomes

- > Provision for a large staffroom located in a prime position in the building providing access to views, high levels of natural light and fresh air.
- > Provision for a quiet room adjacent to the staffroom but acoustically separated from the office work environment.
- > Provision for breakout areas located on the building perimeter to provide access to views and natural light.
- > Breakout areas to be provided with screening to provide for a degree of visual and acoustic separation from adjoining work areas.
- > Staff toilet access should be relatively easy to access i.e., centrally located but not opening directly into the workplace.

4.1.6 Specialist Spaces

Japanese Room

Currently located on Level 1 of the existing Faculty building, the 14.4m x 7.6m "Japanese Room" is a seminar room used by the Faculty for special events only, and is to be relocated in its entirety into the new building.

Design Outcomes

- > Complete relocation of the existing room, including finishes, furniture and fittings.

Research Studios

The Faculty conducts a number of research programmes that sit outside the normal curriculum involving dedicated researchers, academics and research assistants. The work is highly specialised and requires dedicated space for the duration of the programme. Each programme generally consist of teams up to 10 people who work within the research space under the direction of a programme leader.

Design Outcomes

- > PC work area with lay off space.
- > Central gathering / meeting space for each team.

- > Visual link into the studios from outside but with good acoustic privacy.
- > Adjustable lighting control.
- > Close connection to academic offices (included under Academic Staff full time).

Immersive Studio

The Immersive Studio is a dedicated space for 3 dimensional projection using twin ceiling mounted projectors onto a 8.2m wide x 2.7m high curved screen. The space should be flexible using loose furniture, accommodating up to 40 people.

Design Outcomes

- > Rectangular space where room width shall exceed the depth (approximately 1.3 / 1.0)
- > Artificial light only environment.
- > Acoustic privacy.

4.1.7 Back of House

Loading Dock

Provide a dedicated loading dock and circulation area for the secure handling of goods and equipment for the faculty on a day to day basis.

Design Outcomes

- > Located on the southern side of the building to allow direct vehicle access off Masson Road.
- > Suitable for vehicles from a tray top small vehicle up to a 12.5 metre truck to reverse park to unload goods at grade.
- > Width for 2 x 12.5 metre trucks to be unloading concurrently.
- > Logical and simple circulation for goods handling within loading area with clear unobstructed circulation to distribution points.
- > Minimum height clearance of 4.5m.

Recycling Area

Adjacent to the loading dock provide a recycling area suitable for the collection and storage of recycled materials such as timber, glass and plastics.

Design Outcomes

- > Directly adjacent Loading Dock.
- > Clear, simple and unobstructed circulation to loading dock.

Refrigerated Garbage Store Room

Supporting the café function is the requirement for a refrigerated garbage store facility located adjacent the loading dock with back of house access to the café kitchen area.

Design Outcomes

- > Directly adjacent loading dock.
- > Accommodate up to 10no. 150 litre wheelie bins.

Store

Provide dedicated store rooms for use by the Faculty for the storage of furniture, fixtures and the like.

Design Outcomes

- > Directly adjacent loading dock.
- > Ceiling height of 3.6m with 2.4m double leaf full height doors.
- > Concrete block walls with protection barriers.

Cleaner Stores

Provide dedicated cleaners rooms to service the building complete with wet areas and storage space.

Design Outcomes

- > Directly adjacent loading dock.
- > Wet areas consisting of industrial quality sinks wash down areas.
- > Lockable storage cabinets. Size and quantity to be confirmed.
- > Single workstation per room.

4.2 Building Hierarchy

It is proposed the new Faculty building should be zoned to relate to the different physical access and sharing arrangements within the building.

Public: Open access zones available to all University of Melbourne users.

Invited: Secured but shared interactive zones for use only by the Faculty.

Private: Areas restricted to specific groups or individuals within the Faculty.

While different zones might co-exist on the same plane, they should be clearly articulated through design language and spatial arrangement. Public areas should read as accessible and inviting to the general public, while invited and private zones should read as spaces limited in access and purpose.

Areas within the new Faculty can be zoned as follows:

Space Classification	Public	Invited	Private
Common Amenity	Café		
	Lounge		
	Informal seating areas		
	Connecting outdoor spaces		
General Teaching	Main Lecture Theatre	General Lecture Theatres	
		Design Studio Spaces	
	Exhibition Spaces	Tutorial / Seminar	
		Informal Tutorial Spaces	
Information Resources	Library (Entry & Gathering Areas, Service Points)	Library (Collections Area, Quiet Reading, Collaborative Spaces)	Library (Staff offices)
		Computer Labs (Separate labs for Environment & MSD students)	
		Printing & Fabrication Room	
Research Higher Degree Students		Computer Labs (RHDS only)	Open Space Plan
		Meeting Rooms	
Academic & Faculty Staff		Academic Staff Offices	Faculty Executive & Support Services
		IT Support	
		Meeting Rooms	
		Lunch Room	
Specialist Spaces		Japanese Room	
		Research Studios	
		Immersive Studio	
Back of House			Loading Dock
			Recycling Area
			Refrigerated Garbage Store
			Store Rooms
			Cleaner's Room
			Plant & Equipment

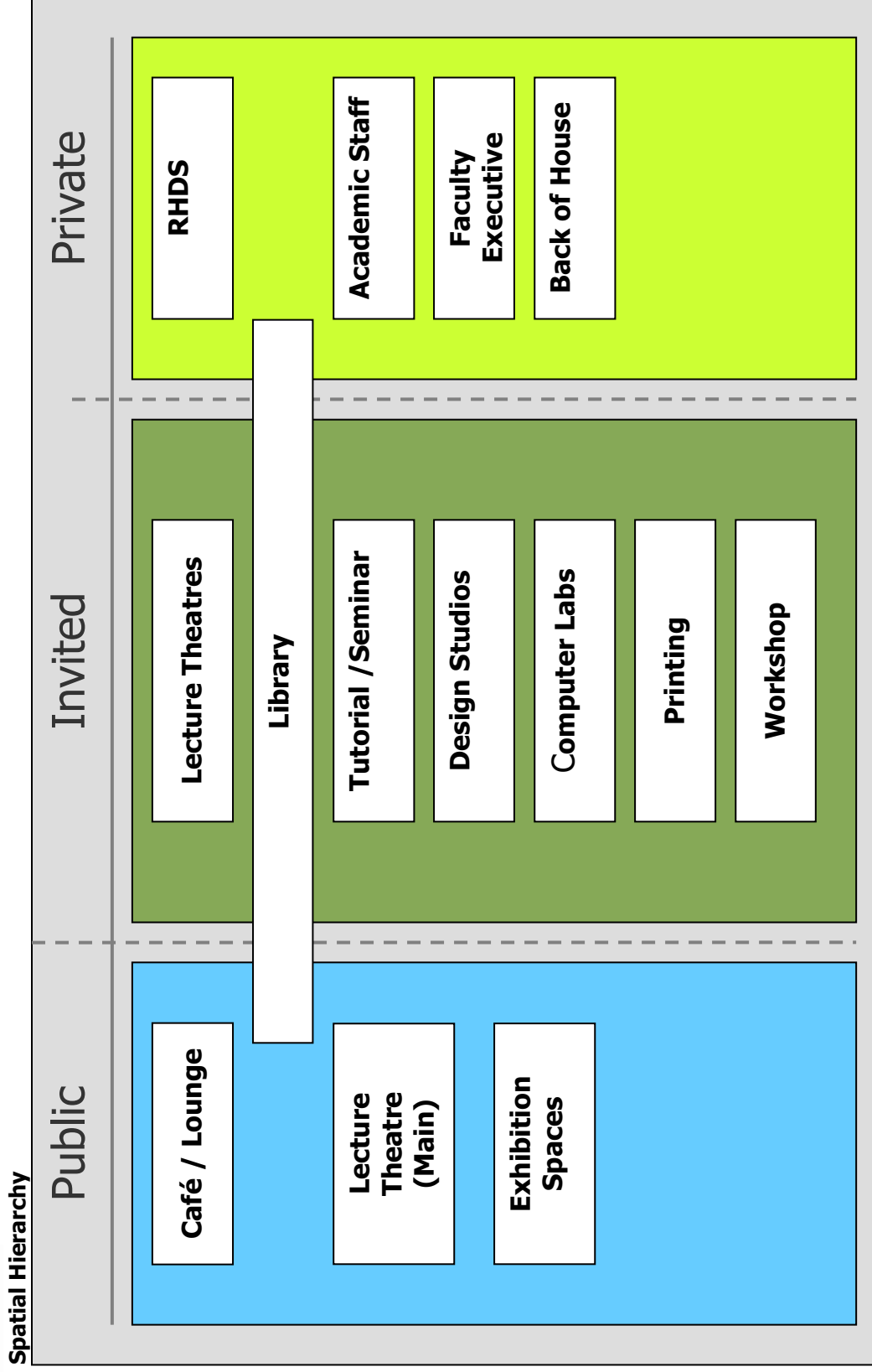


Figure 03

Library Hierarchy

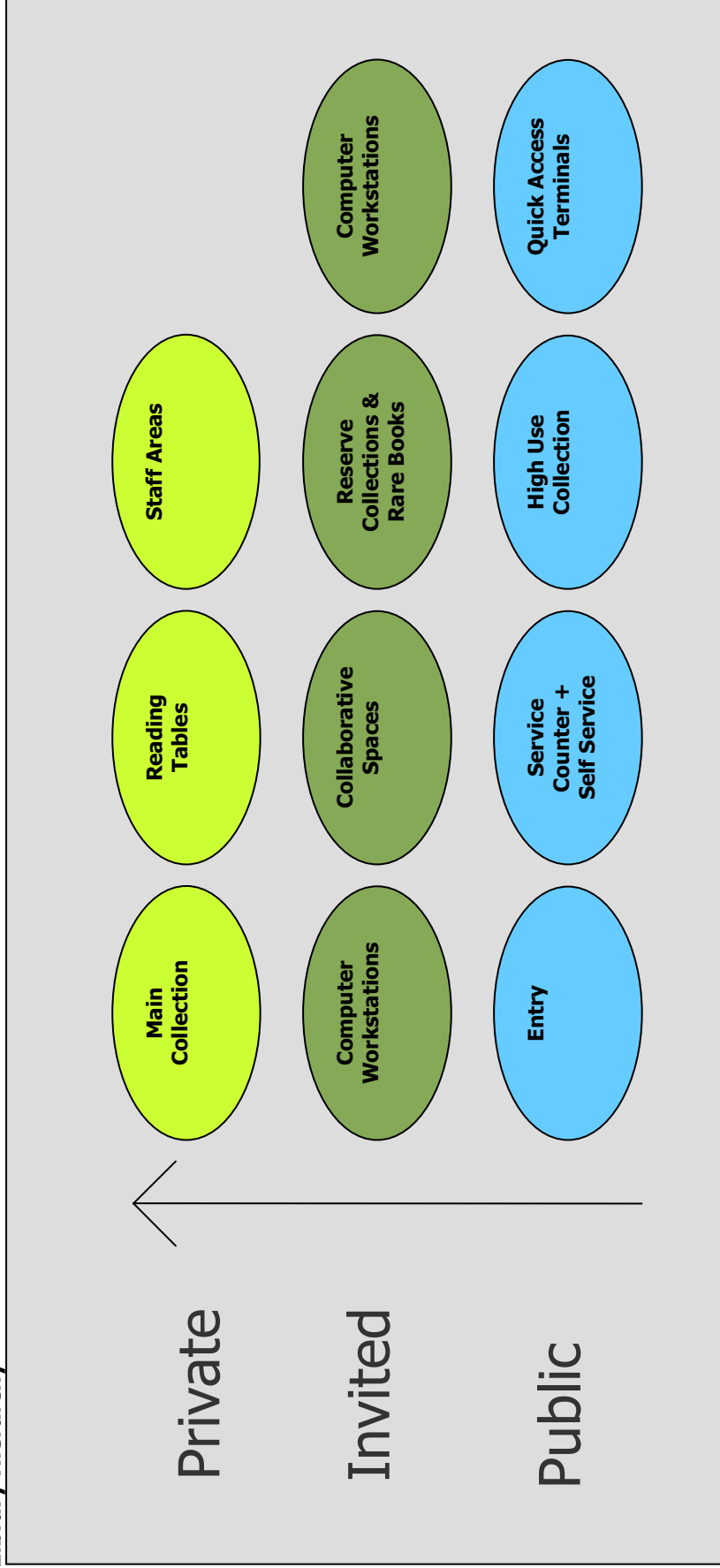


Figure 04

4.3 Schedule of Accommodation

	Area Name	Area Detail	Area (m ²)	No.	Total Area	Zone	Assumptions
Common Amenity	Foyer Gathering		500	1	500	Public	Gateway to library, café, main lecture theatre and connection to invited and public spaces
	Lounge				included	Public	Lounge as a public space
	Informal seating areas				included	Invited	
	Exhibition		300	1	300	Public	Single large exhibition space only
	Exhibition Preparation Area Back of House		50	1	50	Private	
	Exhibition		100	1	100	Invited	Single smaller dedicated exhibition space
	Café	120m ² Front of House, 50m ² back of house	170	1	170	Public	Cold shell only to be provided. Fit-out design and works separate to project budget.
	Commercial tenants		0	0	0	Public	Existing commercial tenants (Commonwealth Bank & Australia Post) not to be relocated to the new building
							1,120
	General Teaching	Tutorial / Seminar Rooms	Timetabled spaces. Each 15-20 students	75	14	1,050	Invited
Informal teaching spaces		Non-timetabled spaces.	75	14	1,050	Invited	Equal to timetabled space
Large Lecture Theatre		450 student capacity.	425	1	425	Public	100students x 1.1; 350students x 0.9 = 425m ²
		Projector / IT Room	10	1	10	Private	
Medium Lecture		120-150 student capacity	155	2	310	Invited	100students x 1.1; 50students x 0.9 = 155m ²
Small Lecture Theatre		50-60 student capacity	66	2	132	Invited	60students x 1.1 = 66m ²
Design Studio Spaces		MSD - 20 Spaces for 15 to 20 people	75	20	1,500	Invited	TEFMA 2.8m ² per student (3.75m ² equal to Teaching Spaces)
Environmental Laboratory		Workshop	50	1	50	Invited	
		External	50	1	50	Invited	
Workshops		Workshop	80	1	80	Invited	Hamish Hill report minimum recommendations
		Materials Store	50	1	50	Invited	
		Experimental Space	80	1	80	Invited	
		Model making	80	1	80	Invited	
		Spray Booth	20	1	20	Invited	
		Foam cutting and Moulding	20	1	20	Invited	
		Vacuum forming space	20	1	20	Invited	
		Metal Working Space	20	1	20	Invited	
		Machine Workshop	95	1	95	Invited	
		Wet Area	60	1	60	Invited	
		Office	20	1	20	Invited	
		External construction space	200	1	200	Invited	
		External store	50	1	50	Invited	
3D Fabrication Room		Workshop Area	60	1	60	Invited	Supervisor & Student Space
	Laser Cutters	30	1	30	Private	EH&S High Risk Area	
						5,462	
Information Resources	Library	Foyer / gathering			included		
		Library Staff Environment	170	1	170		
		Collections	930	1	930		
		Reserve Collection - General			included	Invited	Existing Faculty Reserved Collection plus Maps Collection
		Reserve Collection - Maps	296	1	296	Invited	Existing collection in ERC Library Level 4.
		High Use (Open Access Reserve)	31.5	1	32		
		Reading	100	1	100	Invited	at 2.5m ² per seat = 100m ²
		Collaborative spaces	264	1	264	Invited	TEFMA 4.0m ² per seat
		Individual Study Tables	39	1	39		at 3m ² per seat = 39m ²
		Individual Computer Workstations	24.5	1	25		at 3.5m ² per student = 24.5m ²
		Quick Access Terminals	24.5	1	25		at 3.5m ² per student = 24.5m ²
		Service Point & Returns	91.4	1	91	Invited	
		Library Staff Office			included	Invited	
		Meeting Room			included	Invited	
		Photocopy Space			included	Invited	
		Library Store	150	1	150	Private	
	Computer Labs	MSD - Computer labs	69	2	138	Invited	TEFMA 2.3m ² per workstation. 30 students per room
	Computer Labs (Yr 1)	Bachelor of Environment	69	1	69	Invited	TEFMA 2.3m ² per workstation. 30 students per room
	Computer Labs (Yr 2&3)	Bachelor of Environment	69	2	138	Invited	TEFMA 2.3m ² per workstation. 30 students per room
	Computer Lab (Research Higher Degree)		69	1	69	Invited	TEFMA 2.3m ² per workstation. 30 students per room
Print Room	2 large printers, 2 medium printers, 2 small printers	50	1	50	Invited	Equal to existing	
						2,585	

	Area Name	Area Detail	Area (m2)	No.	Total Area (m2)	Zone	Assumptions
Research Higher Degree Students	Research Work Spaces	100 students	4	100	400	Private	TEFMA 4m2 per Postgraduate Research Student
	Meeting Space / Area		20	3	60		
	Kitchenette		20	1	20		
	Photocopy		20	1	20		
						500	
Academic Staff	Academic Office (Full Time)	100 Full-time Staff	14	100	1,400	Invited	TEFMA 14m2 Office
	Academic Open Plan (Part Time)	200 part-time	10	100	1,000	Invited	TEFMA 10m2 Open Plan
	Meeting rooms		20	3	60		
	Kitchen		20	2	40		
						2,460	
Faculty Staff	Deans Office		20	1	20	Private	TEFMA 18-20m2
	Deputy Dean		20	1	20	Private	TEFMA 18-20m2
	Faculty General Manager		20	1	20	Private	TEFMA 18-20m2
	School Heads		20	6	120	Private	TEFMA 18-20m2 [Architecture, Landscape, Urban Design, Urban Planning, Property, Construction Management]
	Meeting Rooms		30	2	60	Private	10+ capacity
	Board Room		150	1	150	Private	20+ people
	Support Staff		450	1	450	Private	45 support staff (50-5 IT staff). 10m2 per person open plan
	Kitchen		20	1	20	Private	
	Archive / Store		450	1	450	Private	Equal to staff area
	IT Support	3-5 Full-time Staff	50	1	50	Private	TEFMA 10m2 per person
	IT Store		20	1	20	Private	
	Communication Room		30	1	30	Private	
						1,410	
	Specialist Spaces	Japanese Room		104	1	104	
Research Studios			80	6	480		
Immersive Studio			150	1	150		
						734	
Amenities	Staff	Separate staff amenities				included	Private
	Students	Separate student amenities				included	Invited
Back of House	Loading Dock		50	1	50	Private	Deliveries for materials & equipment
	Recycling Area		30	1	30	Private	
	Refrigerated Garbage Area	Café tenancy	10	1	10	Private	
	Store		20	2	40	Private	
	Cleaner		20	2	40	Private	
						170	
Circulation, Amenities & Plant		25% allocation of total usable floor area			3,610		
					18,051		

Library – Schedule of Accommodation Calculations

Collections	Main Collection	Open Shelving 1,540.23 linear metres			
		> Architecture folios - 419 shelves			
		> Non-folios - 607 shelves			
		> Journal general - 232 shelves			
		> Reference - 36 shelves			
		Three Compactus 350.90 linear metres			
		Media			
		> M/films - in open type cupboards - 8 shelves			
		> Slides - 8 four drawer filing cabinets			
		> CDs in workroom - 3 (119cm long each)			
		> Hold shelf - 13 (71cm long each)			
		> Sorting shelves			
		> Non-folios - 22			
		> Folios - 24			
		> Periodicals - 3			
		> Stacks			
		> Journals - 196			
		> Theses - 15			
		> Monographs - 130			
		> Reference - 15			
		High Use (Open Access Reserve)	> 31.5 linear metres total		
			> Reserve - 24 (71cm long each) shelves		
			> High use items - 7 days, overnight, open access & EF's - 95 shelves		
	Maps collection	> Microforms 2.56m ²			
		> Closed maps 175.71m ²			
		> Public Maps 37.6m ²			
		> Photocopier 9.55m ²			
		> Office/Admin 31.61m ²			
		> Computer Lab 39.08m ²			
Student Study	Projected student Numbers	Undergraduate		863	
		Masters by Coursework		640	
		Masters by Research		32	
		PhD		86	
		Grad/PostGrad Diploma		10	
				1,631	
		Projected student percentages	Undergraduate		52.90%
		Graduate coursework		39.90%	
		RHD (Masters & PhD)		7.20%	
Staff Environment	11 staff	Discipline Librarian Office	14m ²	1	14m ²
		Service Supervisor	12m ²	1	12m ²
		Open Plan @ 10m ² per staff member	10m ²	9	90m ²
		Meeting Room @ 2.5m ² per person	15m ²	2.5	38m ²

4.4 Adjacency Profiles
General Teaching

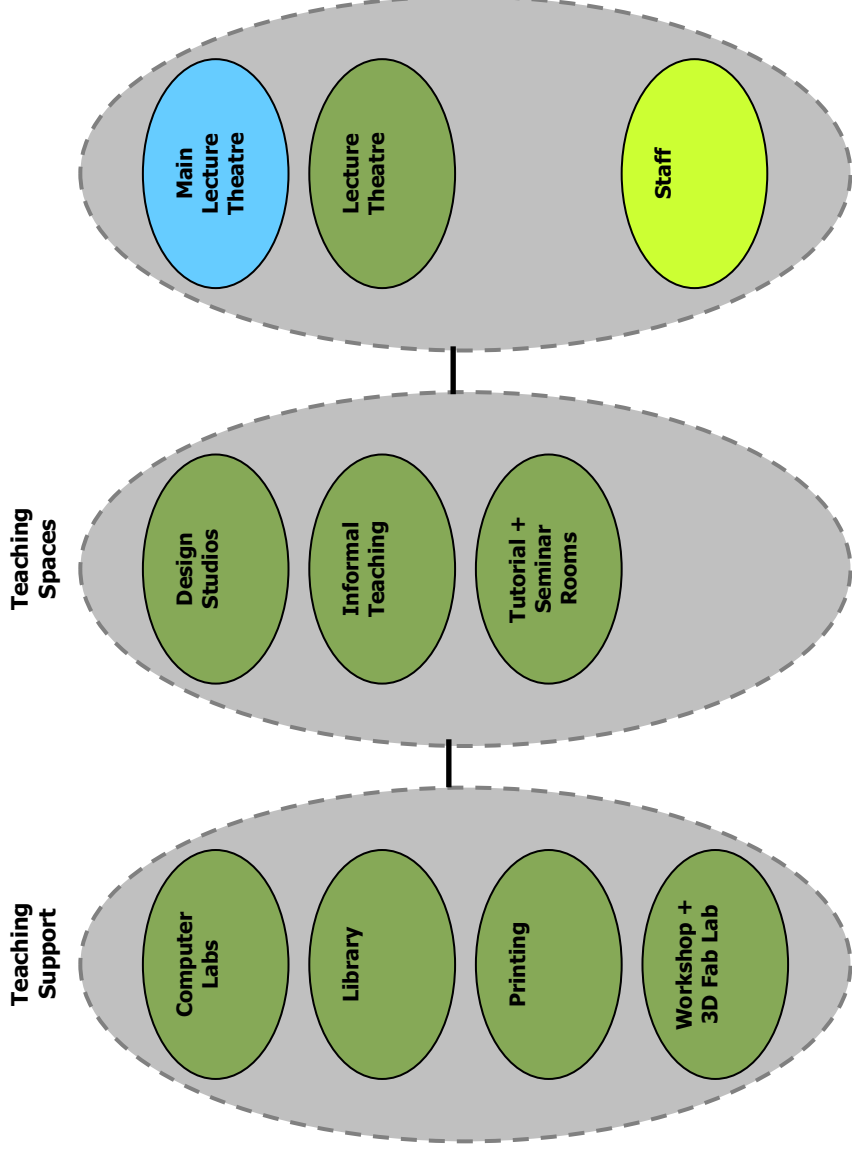
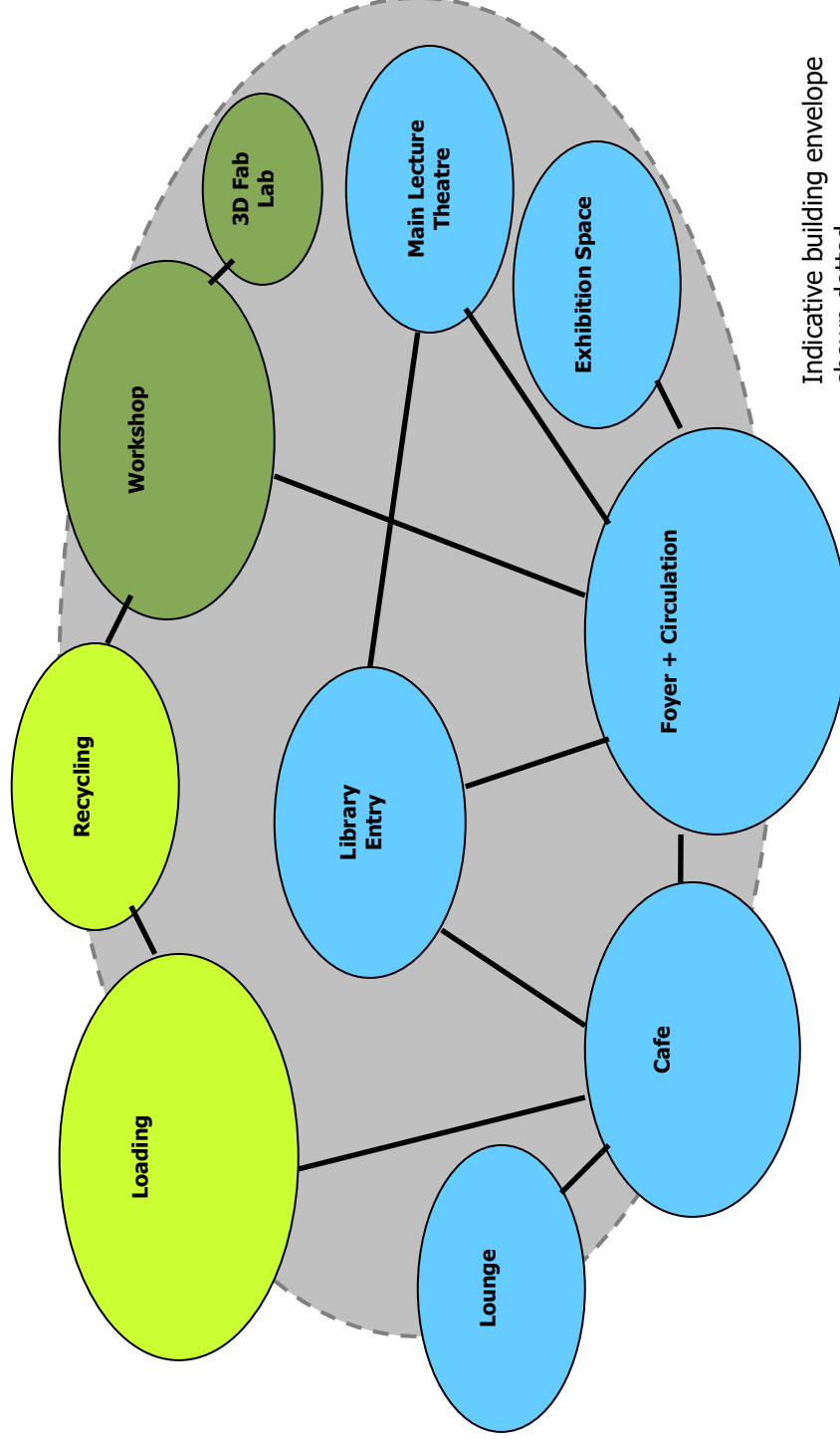


Figure 05

Ground Floor



Indicative building envelope
shown dotted.

Figure 06

4.5 University Standards

Design Standards

The University of Melbourne Design Standards is a web based document developed to advise consultants of the management procedures and design standards required by the University.

The Design Standards are presented in two parts:

Section 1 nominates project management procedures to be followed on all major projects.

Sections 2 to 11 nominate minimum design standards which apply to the design and construction of all University projects. While innovation and new designs, materials and products should always be considered, any variations for the minimum design standards must be approved by the University through the Project Manager.

Teaching Space Design Guidelines

The University of Melbourne Teaching Space Design Guidelines govern the design and construction of all teaching spaces such as lecture theatres, seminar room, conference rooms, laboratories, and computer labs. These guidelines represent Section 12 of the Design Standards.

5. Environmental Strategy

5.1 University Policy & Aspirations

The University of Melbourne as a leading higher education provider is leading the way in its endeavour to be a leader in environmental performance and sustainable development. To this end the University has certified the ISO 14001 Environmental Management Standard and is signatory to the Talloires Declaration in 2002.

In 2007 the University consolidated its commitment by setting forth measurable targets to reduce its carbon footprint. By 2030 the University aims to be carbon neutral.

The University's Environmental Sustainability Strategic Plan 2007-2010 sets forth the following goals:

1. Reduce the occurrence or re-occurrence of environmental incidents and reduced University's environmental impact, evidenced by zero reportable environmental incidents;
2. Continually improved compliance with environmental legislation and conformance to ISO 14001:2004, and are not issued with any directives from environmental regulators;
3. Improved environmental sustainability leadership and culture throughout the University, evidenced through participation in University sustainability programs;
4. Provided high quality consistent and practical environmental sustainability information and advice to the University community, evidenced by improvements in EHS sections of quality performance surveys;
5. Reduced greenhouse gas emissions produced by the University's operations;

Design Outcomes

- > 5-6 star Green Star rating building.
- > Low carbon footprint – for comparable sized building.
- > Low energy usage – for comparable sized building.
- > Low water usage – for comparable sized building.
- > High quality indoor environmental conditions.

5.2 Green Star Education Tool

In achieving the aspirations of the University of Melbourne to ensure a sustainable approach to development delivered through the built environment, research and teaching, the building shall achieve as a minimum a 5 Star Green Star rating, with an aspiration to achieve 6 Star if achievable within the budget constraints.

The building should demonstrate an outstanding level of environmental performance, providing teaching and learning opportunities, with students being able to actively monitor and adjust the environmental features of the building in order to appreciate their impacts on the indoor environment as well as research opportunities for the broader Faculty agenda.

5.3 Indoor Environmental Quality

Industry evidence suggests a correlation between the impact of the quality of the indoor environment on the learning environment. The higher the quality of the indoor environment will benefit the health, performance and concentration of student and staff alike. Factors that contribute to the quality of the indoor environmental quality are air quality, lighting and thermal comfort.

On this basis, the building shall provide an indoor environment quality throughout commensurate with current industry standards and approaches.

Design Approach

Air Quality

- > High fresh air ventilation rates.
- > Controlled humidity levels between 30-60%.
- > Low levels of airborne chemicals and contaminants.

Lighting

- > High levels of daylight penetration into each teaching space.
- > High intensity, greater diffusion and diversity of natural light.
- > Low glare levels.

Thermal Comfort

- > Flexibility and performance to achieve optimized thermal comfort levels throughout the building.
- > Controlled temperature and humidity levels.

6. Site Development

6.1 Subject Site

Located within the Centre Precinct of the university campus, the site of the new faculty sits on the eastern edge of Union Lawn, a major gathering space for students. The space although consisting of large paved areas is complimented by grassed areas and garden beds including a number of significant trees providing good summer shade. To the south of Union Lawn is the Reymond Prestley Building, a 1960's 10 storey high building with an open undercroft. To the west is Union House, a major food hall with a number of retail outlets, and to the north the Baldwin Spencer Building (also known as the Old Zoology Building), a 2 storey building of architectural significance in the Gothic style designed by Reed Henderson and Smart.

Directly north of the subject site is the Redmond Barry Building a 12 storey high cream brick building that the master plan contemplates for new development. Wedged between the Redmond Barry Building and the subject site is a Carpark space that the master plan also considers for removal and the space redeveloped as open space.

Flanking the site to the east is Spencer Road that serves as a connector between Tin Alley and Masson Road. Masson Way to the south east of the site, is a major entry point to the campus, linking the Swanston Street University tram terminal.

The southern edge of the site serves as the major entry point into the Faculty buildings, edged by grassed areas, which are often used by the Faculty workshop and as an exhibition space by the students.

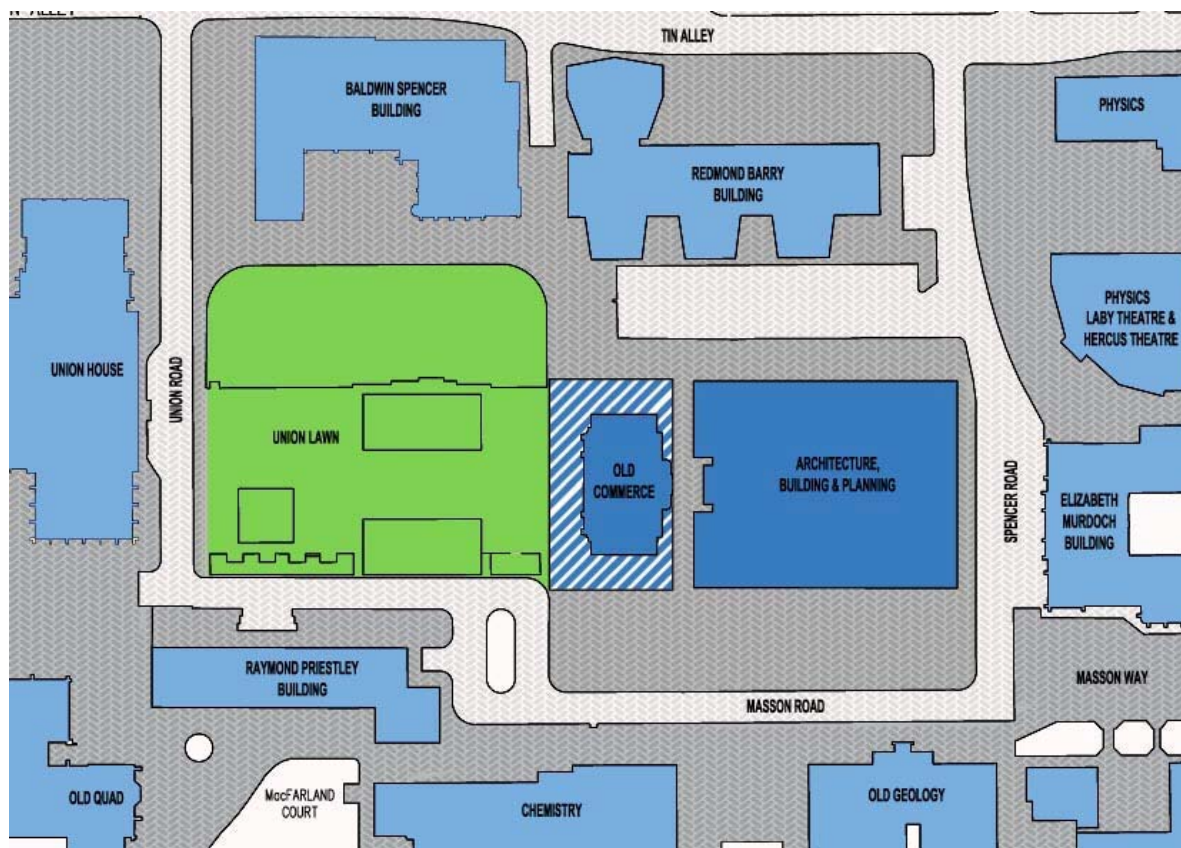


Figure 07 – Existing site plan showing Old Commerce curtilage (hatched).

The building should incorporate the Old Commerce Building as an integral part, noting the need for a considered interface between old and new that respects the existing visual setting while providing a contemporary setting. Refer Section 7.3 for further information on the Old Commerce Building.

With the Old Commerce Building as the point of reference, the total defined area for the design of the building and supporting landscape is outlined in Figure xx.

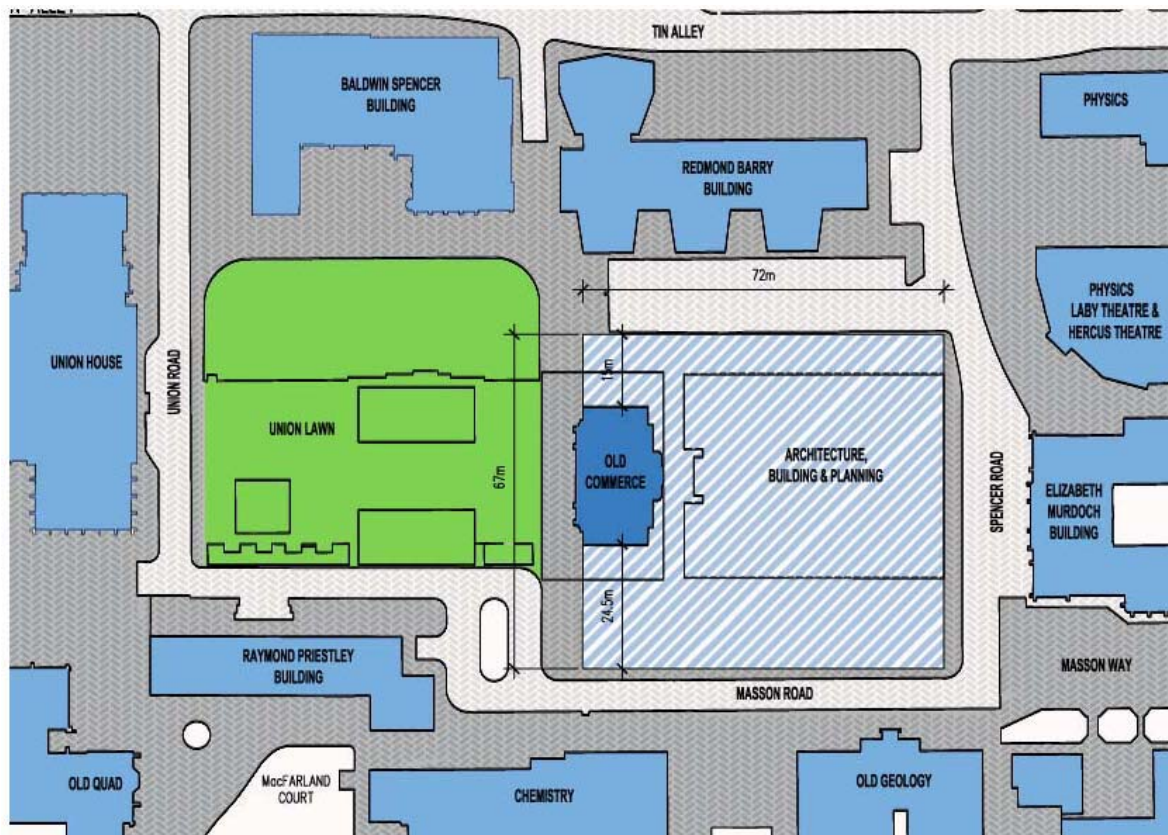


Figure 08 – Total development site area.

6.2 Masterplan Criteria

The University of Melbourne Master Plan 2008 prepared by architect Daryl Jackson sets forward a vision for the future development of the University of Melbourne Parkville campus. It outlines the opportunities for growth and development of the campus in consideration of the aspirational educational goals of the current University strategy, Growing Esteem and those that may emerge in the future.

Although elements of the Master Plan 2008 do not directly relate to the new facility, the following Planning Principles and Actions are identified as relevant and specific to the design.

Heritage Conservation and Development

Planning Principle 1

1b – Ensure that any additions to a building of heritage value do not detract from the significance or presentation of the building, are in keeping with the context and setting of the building and its surrounds, and are readily identifiable as new work.

1e – Retain and conserve buildings which have been identified as being of high heritage value at least to the extent of visible original and/or significant external fabric. In the cases where significant interiors have been identified, these should also be retained and conserved in accordance with individual building data sheets.

1g – Focus new development proposals on the sites indicated in the surrounding precincts that are of a size and form to accommodate potential future University expansion; considerate of scale of building, pedestrian movement and architectural expression. At all times new buildings are required to accord with Principle 9.8: Sustainability and Environment Design.

City Connections

Planning Principles 2

2a – Build on the existing cultural facilities through the development of adjoining cafes and social spaces along with the introduction of impromptu spaces to enliven the edges of the Centre precinct, blur the boundary between campus and city and enhance its engagement with the city.

2f – Develop cycle ways and pedestrian paths that are compatible, and provide bicycle parking facilities that are secure throughout the campus.

Clustering the Disciplines

Library

Within the clusters the library will continue to be the focal point of a networked world, with spaces for independent and collaborative learning and research, access to scholarly works, technology and to information professionals.

Study Centres include student services and social spaces to provide a sense of community for each discipline and cluster.

Planning Principle 3

3b – Upgrade and develop co-located libraries and student service points where possible to reinforce the discipline clusters.

3c – Develop a range of internal and external learning spaces within each cluster that supports formal and informal, physical and virtual learning environments for developing individual and collaborative learning.

3d – Where possible concentrate shared teaching spaces in close proximity to core student service centres, libraries and food outlets to maximise interdisciplinary interaction and support safe and efficient use of facilities for extended hours.

Urban Design Values

Planning Principle 4

4a – Implement a gradual withdrawal of street level car parks on the campus, and encourage and facilitate better public transport connections and increased bicycle and motorcycle parking.

4b – Ensure that ground level spaces offer public use by way of covered access and social amenities

4h – Develop a seamless interface between open space planning and new buildings, generating legibility of entrances service points; leading to visual clarity and building identity

Outdoor Rooms and Pedestrian Corridors

Planning Principle 5

Maintain, restore and enhance the quality open space and permeable pedestrian network that contribute significantly to the University's identity and extend this concept into the surrounding precincts.

Actions

5a – Maintain and upgrade existing landscaped corridors and outdoor rooms to meet the future demands of the University population.

5b – Provide new open spaces as an integral part of the redevelopment precincts within the University.

5c – Use the ground plan of open spaces to set footprints and corridor heights of adjacent buildings.

5d - Develop and implement a standard palette of urban furniture, lighting and paving to support urban design and landscape management across the Centre precinct to produce a united front.

5e – Develop conservation management plans for important landscape areas such as the South Lawn and System Garden and planting guide for the Centre precinct and enhance the 'sense of place'..

5f – Develop a water retention plan for the sustainable management of the landscape and water features in each precinct.

5g – Consult with the City of Melbourne to strengthen the landscape connections between the Centre precinct, University Square, Lincoln Square and the surrounding urban area.

5h – Consult with the sporting clubs and Colleges to establish an action plan for the upgrade of the North precinct landscape environment, sporting facilities, and the college gates, fencing and landscape.

5i – Implement east-west pedestrian through block connections in the South precinct between Berkeley and Bouverie Streets, reinstate Pelham Street with central landscape, and strengthen street address points.

5j – Ensure improvements to open space and pedestrian circulation routes support and encourage both day and night time use of the campus.

Built Form

Planning Principle 6

6a – Restrict heights of buildings in the historic core to no more than five to six storeys in order to allow appropriate amounts of winter sunlight into the buildings as well as into the courtyards and open spaces between them. The dimensions of open spaces will be appropriate to the height of adjacent buildings.

6c – Consider plan forms which in length and width of building relate to the existing precinct patterns, so that compatibility of built form is achieved.

6d – Utilise the ground floor levels of buildings and adjacent outdoor areas for public or semi-public activities to reinforce inter-disciplinary collaboration and engagement between the University and the community.

6e – Recognise and express the point of address and urban connection to the campus or street face for each new building.

Identity and Architectural Quality

Planning Principle 7

Design new buildings to reinforce the University's image through achieving objectives of design excellence, flexibility, environmental sustainability and promoting inter-disciplinary interaction and public engagement.

7a – Design new buildings appropriate to the purpose for which they will be used, but with the flexibility to cope with adaption over time.

7b – Plan, site and design new buildings in a manner that does not impact adversely on existing buildings, precincts, landscapes or spaces of heritage value or on the cultural heritage of the place as a whole.

7c – Ensure new buildings continue in the themes of high quality contemporary architecture and distinctive building identity.

7d – Ensure all new buildings are designed to meet a high level environmental standards established by the University, referred to in Planning Principle 8.

6.3 Old Commerce Building

The heritage report prepared by Lovell Chen on behalf of the University of Melbourne identifies the Old Commerce Building (Building 132) as having high heritage value. In particular, the western façade that represents a significant example of Joseph Reed's work, and which is registered under the Melbourne Planning Scheme (Lovell Chen, 2009).

Lovell Chen has indicated the building was constructed 1938-40. However the façade was originally built in 1856 and formed the façade of the Bank of New South Wales. It was later relocated and incorporated into the design of the Old Commerce building (Lovell Chen, 2009).

Although not registered, Lovell Chen has suggested that reasonably the heritage significant should also apply to the building's exterior.

The design of the new building should reflect and celebrate accordingly the significance of this building.



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