

Concurrent Session B
Monday 31 August
11.45am – 12.35am

Session 1

Doing More with Less: Creating an Andragogical Space Plan to Repositioning a Campus by Reutilising Existing Building Stock

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Lucy is a Senior Associate with HASSELL, an International multidiscipline Design Studio. She specialises in the design and briefing of large scale Tertiary Education projects and Master Plans. Her design process is informed from her detailed knowledge of contemporary higher education learning and research facilities. She utilises this insight to design innovative and effective learning and workplace environments for clients across Australia.

She is a gifted communicator who develops strong working relationships with clients and consultant teams. She earns the confidence of key stakeholders and consultants through her process rigour, efficiency enabled by the development and maintenance of collaborative relationships.

Lucy has recently completed a Campus Master Plan and pedagogical space plan for the Royal New Zealand Police College, to enable transformational change across the physical environment to align with current pedagogical trends.

New Zealand Police offer over 175,000 training opportunities to their staff annually from the Royal New Zealand Police College (RNZPC) campus at Porirua, 21km north of Wellington. Identified as the 'home' of New Zealand Police this campus has a captive audience of staff, course attendees, visitors, community, dignitaries and industry representatives, making the campus the ideal platform for enabling change and innovation within NZP.

This presentation provides an overview of the whole of campus internal master plan that was prepared to guide and inform future developments. The master plan focused on aligning internal modalities, refurbishment of existing buildings, development of supporting external spaces and provision of key intervention projects to reposition the campus.

The master plan was assessed against 5 identified Drivers for Change which ultimately become the measures of success. The Drivers for change were established via intensive staff and executive engagement and include:

- Attraction and retention (better learners, best staff, best partners)
- Improving efficiencies (curriculum restructure, agility and asset management)
- Improving effectiveness (diverse environments supporting acceleration of research into testing and application)
- Improving spatial utilisation (adjustment of internal planning to fully optimise spaces, aligning modalities and providing more teaching and learning and workplace space without building additional gross floor area)
- Improving the Campus Environment (place making, campus structure, legibility)

The master plan provides NZP with a cost effective opportunity for high impact of change in a short amount of time.

A whole of campus master plan was required that would deliver a planned approach to enable RNZPC's core business of the training and development of staff to deliver the NZP Vision of "Safer Communities Together". The key objectives of the Master Plan for the campus included:

- Support of new learning modalities
- Support of testing and application of research
- Support operationalising of research and integration back into the curriculum
- Support partnerships with industry innovators
- Showcase operational and ICT developments

To further investigate the teaching and learning modalities and identify opportunities across the campus an Andragogical Space Plan was established. Andragogy (as differentiated from Pedagogy) as the teaching of adults resonated with NZP as an organisation. The teaching strategies and curriculum they develop are for adult course attendees, requiring both a theoretical and practical approach based on self-directed and autonomous learners with the teachers and instructors acting as the facilitators of learning.

The term Andragogy, established by Malcolm Knowles [1] states six assumptions on the motivation of adult learners:

- Adults need to know the reason for learning something (Need to Know)
- Experience (including error) provides the basis for learning activities (Foundation).
- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction (Self-concept).
- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives (Readiness).
- Adult learning is problem-centred rather than content-oriented (Orientation).
- Adults respond better to internal versus external motivators (Motivation).

The Andragogical Space Plan reflects these motivators and within the RNZPC Master Plan illustrates across the campus all the teaching and learning environments establishing a menu of space types including:

- Upgrade of existing didactic learning environments
- Social learning environments with active, discursive and reflective modes
- Innovation Centre and knowledge hub
- Active and collaborative super studios
- External training environments
- Collocated simulation immersive training environments

The master plan is supported with a review of the current precedents of the existing modalities including:

- Innovation and Research Centres
- Teaching and Learning Environments (Didactic, Active, Discursive and Reflective modes)
- Physical Skills and Training Environments (Simulation, Immersive environments)
- Workplace Environments
- Student Accommodation Environments
- Recreational and Social Environments
- Ceremonial and Cultural Environments

This analysis highlighted that the existing spaces on campus had limited flexibility and low collaborative opportunities. To enable better business these existing spaces need to be highly flexible and highly collaborative environments. To support this realignment and upgrade of existing spaces the master plan included Design Guidelines for each modalities and a detailed implementation plan.

Master Plan Outcome

To support the development of a learning culture across New Zealand Police to enable management of a rapidly changing, increasingly complex operational environment