

How hard does your circulation work?

## Opportunities beyond the accommodation schedule for the EZONE UWA project.

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The most innovative opportunities in education projects are often a consequence of a collaborative and agile design process that uses the initial project brief as a launch point rather than a static document. A strongly prescriptive schedule of accommodation with detailed information for task specific rooms – services, fixtures, environment, security, acoustic requirements and so on – may not be able to fully capture opportunities such as informal learning, multi-purposed circulation space or a sense of place and identity.

This combined Architect and University of Western Australia Campus Management presentation considers the AUS\$80 million Faculty of Engineering and Mathematical Sciences Student Hub, EZONE UWA (currently under construction). This project joins a new building with a re-purposed existing building and has a focus on spatial connections and integration with the rest of the UWA campus. EZONE UWA will be used as an example to explore the delivery of outcomes that were difficult to prescribe in advance of its design process. The project will provide insight into how positive, non-benchmarked project outcomes went beyond the original expectations without increasing the agreed project scope and useable floor area requirements. Generic allowances for circulation space, re-interpreted in innovative ways, were an important resource to address the growing demand for informal learning spaces, enhancing their capacity and accessibility.

EZONE UWA has all the formal, briefed spaces that would be expected of a progressive, 21st century learning, research and student hub facility. The project also responded to aspirations that were more difficult to quantify in advance, such as informal learning spaces linked into the site context, adaptability, inter-disciplinary collaboration and industry/ alumni/ community interactions. The project was further extended as a consequence of the design process – implicit in the project aspirations but not catered for in the schedule of accommodation – such as providing a new gateway into the campus, enhancing serendipitous interactions, using the building as an active learning tool and contributing to campus life.

In considering the agility of current briefing processes, the presentation will also draw on examples from a recent HASSELL review of projects at different universities from around the world, including changing student expectations and the ongoing evolutionary increase in the proportion of informal to formal teaching and learning space.