

Student Voices 14.10.09

Master plan consultation event

Main point	Comment	Ideas and suggestions for the future
Difficulty in understanding the Master Plan	<p>Students found it difficult to interpret the Master Plan, even those studying built environment courses were puzzled by some aspects of the plan.</p> <p>Concern was expressed that some students, such as visually impaired students, would have even greater difficulty in understanding the plan. A 'Virtual Tour' of the plans online would make the proposals more accessible to a wider group of people.</p>	<p>Provide a conventional 3D model or a digital 3D model.</p> <p>Tactile plans or models could be provided to aid interpretation.</p>
The consultation session is too late to really make a difference	<p>The view was expressed that the Master Plan was already well advanced when the consultation session was held. This raised the concern that it would be difficult to alter it now, even if valid points were raised by students at the disabled student consultation session.</p>	<p>Ensure consultation with disabled students takes place as the scheme develops.</p>

Request for feedback	A request was made for feedback from the designers on the points raised by the group.	Provide feedback to disabled students who attended the group session.
The group would like further involvement as the ideas unfold in more detail	Consultation with disabled students is essential and a group needs to be set up to raise issues reflected by <i>all disabled students</i> , (e.g. Dyslexic students and people with mental health problems as well as physically impaired students). Disabled students need to be represented on any panels where decisions affecting disabled student life and environment are being decided.	<p>Involve disabled students in further consultation as the ideas for the individual areas and buildings emerge. Consider the development of an expert user group that includes disabled students as part of ongoing consultation process.</p> <p>Produce designs for sub areas of the campus as separate mini Master Plans. In each sub area the relationship to the main Master Plan would need to be considered, but also the details of the public spaces between buildings. The public spaces could then be fully discussed to ensure that they are designed inclusively.</p>
UWE could market the advantages of making the campus truly inclusive	UWE could lead the way for other universities by providing an inclusive campus. UWE could establish guidelines for an inclusive campus and be known for its pioneering work in this field.	<p>Consider the possible benefits of marketing the idea of the inclusive university.</p> <p>Consider the development of guidelines for the inclusive campus.</p>
The need to provide a variety of open spaces and quiet	The open spaces on the campus should be designed as carefully as the buildings to be inclusive for all. The view was expressed that	Reconsider the design of open spaces and the connections between them and show

<p>zones</p>	<p>everyone would benefit from this, not just disabled students.</p> <p>It should be recognised that some people find it difficult to manage in large groups of people. Noise and bustle and the frenetic atmosphere of exterior places, particularly associated with the consumption of alcohol, can be alarming for some disabled students. It is very important to have a variety of different types of open space to meet different needs.</p> <p>For example, there should be quiet places where it is possible to meet and have conversations in a noise free environment. Places to rest including a range of different types of seating are needed, especially for people who would find the distances involved to cross the campus very daunting.</p> <p>It is important to recognise that some students are on campus for long periods of time. This includes disabled people and other students who live on campus, but also international students. It is necessary to think of the different needs of different types of people.</p> <p>Some open spaces could be used productively –</p>	<p>how these would work in practice.</p> <p>Consideration should be given to enabling students to develop responsibility and a sense of “ownership” of the open spaces as part of a sustainable strategy for the future.</p> <p>Open spaces should be;</p> <ul style="list-style-type: none"> • useful for everyone; • “owned” by the university community of students and staff; • accessible; • varied in size and type; • bio diverse or food producing; • attractive; • well lit; • sunny and enclosed rather than exposed; • well landscaped – not just grass. <p>Designs for open spaces should include details of street furniture such as seating, signage, handrails and lighting as well as landscape design.</p>
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	perhaps for growing food or enabling people to enjoy quieter activities such as tending gardens and open spaces.	
Connections and routes need further consideration	<p>The walking routes need to be considered more carefully to provide accessible routes for all that are pleasant to use and that follow desire lines. Muddy paths evolve if people are given awkward routes to follow; these look unsightly and many disabled people can not use them.</p> <p>Concern was expressed about how the raised walkway would work in practice.</p>	<p>Provide more information on the on the detailed design of the walking routes. Walking routes should link the green spaces to provide coherent and pleasant walks.</p> <p>Ramps should not be too steep and rest places should be incorporated.</p> <p>The raised walkway should be modelled to show how it would be designed in detail.</p> <p>Colour coded routes might be useful to help with wayfinding.</p>
Sustainable development principles and good design	<p>Disabled students care about sustainable development issues and want to see a campus that is environmentally sustainable, but also one that works well for all users.</p> <p>Modern, exciting designs are favoured over the tried and tested, but uninteresting designs and materials.</p>	<p>Embed the importance of inclusive design into the future site planning as part of the socially sustainable objectives for the site.</p>
Transport and parking for disabled people	<p>The need for more sustainable transport was accepted, but concerns were raised that the</p>	<p>Consider the viability of providing a shuttle-bus and/or free electric scooters, rather like</p>

<p>needs special consideration</p>	<p>pressure to limit car use would make it impossible for disabled students who were totally reliant on their cars to use the campus unless special provisions were made. Many disabled students need to park close to where they need to go. Disabled students should have priority for parking; staff could park further away from the centre of the site to allow more space for accessible parking for disabled students.</p> <p>The distances involved in crossing the campus would be daunting for many disabled students.</p> <p>Car parks are too large. Smaller car parks would work better and result in less confusion and congestion.</p>	<p>Shopmobility schemes in shopping centres. The need for more buses and improvement on reliability would be critical if the number of car parking spaces is to be reduced, but this would not work for all disabled students as some are totally reliant on their cars and can not access buses. Bus provision should be wheelchair accessible.</p> <p>Consider whether special badge holders could have access to reserved parking closer to buildings.</p> <p>It would be very important to give clear information to disabled people arriving at the campus. The present arrangements are not regarded as satisfactory.</p>
<p>Provide safe cycle routes but not in ways that conflict with pedestrian safety</p>	<p>Cyclists should be encouraged, but when they are given separate routes or routes that lie close to walking paths they tend to go too fast. This can be frightening to a person who is unable to get out of the way of a speeding cyclist. Disabled people are particularly vulnerable to speeding cyclists as well</p>	<p>Consider safety of cycle routes and reduce / remove any possible points of pedestrian/ cycle conflict.</p>

	as speeding cars.	
Need for facilities	Disabled people especially need facilities close to their place of study. Shops in particular are needed and different types of catering / cafes / bars at different prices, styles and locations. These should not all be alcohol related.	Ensure that there is scope to provide a range of different types of facilities, bearing in mind the preference of disabled people for smaller, quieter venues in different parts of the campus.
Internal dynamics of the buildings Although the session, in theory, did not include consideration of the internal arrangements of buildings a number of matters were raised that mainly relate to interiors.	There are some real problems in existing buildings that should not be replicated in the new buildings. <ul style="list-style-type: none"> • Corridors are too narrow e.g. B block and this causes problems at the end of lectures. • Layouts too confusing e.g. Q block • Acoustics very poor e.g. R block • Insufficient space to meet in groups, especially in quieter areas • Handrails at entrances are too cold and difficult to grasp. • Fire Doors which are permanently closed are difficult for some disabled students to open. • Colour contrast is bad in many areas. e.g. 	All the corridors in the new buildings need to be much wider than those in the existing buildings. The Education building (S) is a useful model that students with experience of the campus feel is the only one where the designers seem to have thought about access. The layout of new buildings should be easier to understand. Fire doors should shut automatically when the fire alarm sounds, but left open at other times for ease of use. <p>Dead frontages should be avoided and building entrances made clearer.</p>

Core 24 has a dark carpet and shared areas around the library are too dark.

- Too many carpets used in interiors; carpets create extra friction for wheelchair users to overcome.
- There are too many below waist level barriers in the existing interior spaces; these are a problem for visually impaired students and visitors.
- Some spaces are too large and overwhelming e.g. library; it is too big and confusing.
- Lifts are too slow and not big enough to turn round in; this is claustrophobic.
- Time controlled lighting e.g. in halls of residence is alarming as by the time the switch has been located the period to move where you want to go is too short and the lights go out; this is scary and dangerous.

