NEWCASTLE UNIVERSITY
LANDSCAPE STRATEGY
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1.0 INTRODUCTION

1.1 Purpose of document

Gillespies were commissioned by the Newcastle University Estates Office to prepare a Landscape Strategy for the main part of the academic university campus (not including student accommodation areas). The purpose of this document is to provide the Estates Office with a document that:

- responds to existing Newcastle University environmental policy, sustainability and transport initiatives and the development master plan (prepared by Farrells Architects). This strategy has incorporated the principles set out in these studies and incorporated certain ideas and initiatives into the landscape strategy proposals.
- provides a framework for future investment and redevelopment decision making for the Estates Office.
- reflects and responds to the current plans for change on campus.
- has been informed by the people that will implement it. The Gillespies team have worked closely with the Estates Office employees who are the people who will implement change and bring forward landscape and redevelopment projects within the campus.
- is flexible in order to adapt to change and to respond to a place that is by its nature ever changing.
- provides a 10 to 15 year vision for the enhancement of the university campus.

The features of this document include:

- a landscape concept that applies to the main campus with broad guidelines on the types of projects that could be undertaken on campus to achieve a variety of positive urban design outcomes for the university.
- a Landscape Propositions plan.
- a schedule of projects with recommendations for each landscape project. These projects can be brought forward as independent landscape projects and/or alongside building redevelopment.
- details of materials, planting and furniture to use and where to use them.

1.2 Newcastle University Objectives

There are four main Estates Office Institutional Aims that the Landscape Strategy can help to deliver:

<table>
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<th>Landscape Strategy Response</th>
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<tr>
<td>To help fulfil the University's Environmental Policy.</td>
<td>The Landscape Strategy is in line with the aims and objectives of the University Environment Policy.</td>
</tr>
<tr>
<td>To improve signing and the environment of the University campus.</td>
<td>The over arching concept of the Landscape Strategy is to improve the quality of the entire campus environment including spaces, streets and pathways. A separate signage strategy has also been developed.</td>
</tr>
<tr>
<td>To develop a 10 year strategic plan for the estate, including planning for new development.</td>
<td>There are several landscape projects listed in the landscape strategy that will be delivered over the vision period.</td>
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<tr>
<td>To enter into discussions with the City Council and One North East to help promote the University’s mutual interests with those bodies, for instance in promoting cultural activities through improved signing, and the physical environment of the City Centre campus through development initiatives.</td>
<td>This document is a useful tool for approaching organisations within and outside of the university for generating commitment to enhance the university campus and deliver the necessary funding to do so.</td>
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There are 3 main Business Plan Strategic Objectives that the Landscape Strategy can make a contribution to:

<table>
<thead>
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<th>Business Plan Strategic Objectives</th>
<th>Landscape Strategy Response</th>
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<td>To make Newcastle a world-class research-intensive university, capable of attracting and retaining staff of the highest quality.</td>
<td>A positive, inviting and pleasant looking campus environment can influence prospective staff choices.</td>
</tr>
<tr>
<td>To increase our full-time student numbers from 14,500 in 2002–03 to 18,000 by 2007–08.</td>
<td>A vibrant and exciting campus environment can influence prospective students choices.</td>
</tr>
<tr>
<td>To double the number of international students to 4,800 by 2010–11.</td>
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NEWCASTLE UNIVERSITY MISSION STATEMENT

To be a world-class research-intensive university, to deliver teaching of the highest quality and to play a leading role in the economic, social and cultural development of the North East of England.
2.0 THE CAMPUS TODAY

2.1 Movement and circulation

The University of Newcastle is an urban campus. There are several public roads or pedestrian routes that go through or border the campus making it part of the urban grain that is Newcastle city. The campus is located on the northern edge of the city centre in between several important community assets such as the Civic Centre, Haymarket Metro station and the Royal Victoria Infirmary (RVI). This creates a campus busy with pedestrians and through traffic. In this way Newcastle University is not an isolated campus. Instead it plays a key role in the life of the city and its public domain.

There are several pedestrian routes and main entrance points into the campus:
- Kings Walk is a heavily used thoroughfare as it lies on the central axis of the main campus and also provides a link to the RVI.
- The western entrance from Lovers Lane which links student accommodation to the university.
- The southern entrance near the Herschel building which is a direct link from Haymarket Metro station to the lower part of the main campus.
- The northern entrance next to the Robinson library and across the Great North Road through a pedestrian overpass.

Currently these walkways and access points do little to alert the pedestrian to the fact that they have entered the university. Pedestrian signage is sometimes in poor condition and difficult to understand and there is a limited amount of university icons such as public art and building signage to announce the movement from city to university space. There is also a mixture of surface materials used for spaces and paths that are part of the same route which makes way finding difficult and incoherent.

One of the main cycle routes to the university is from the north of Brandling Park where significant numbers of staff and students live. This route passes the Robinson Library where cyclists can then cross over to the university via the overpass or continue into the city alongside the Great North Road.

The accessible pedestrian routes within the campus are well sign posted and extensive. They enable access to every building on the campus and avoid steps and other changes in level. Some routes within the campus are not lit but are still used at night time.

The primary vehicle access into the university is from the eastern end of Kings Road. This road is controlled by security staff at both ends of the road. Most of the servicing of buildings and car parking is accessed from this road. Similar to the pedestrian routes the entrance to this road is not differentiated from the other roads that surround the campus. Unfortunately this road is dominated by parked cars, like most of the other roads within the campus. A reduced number of parked cars on campus as described in the Newcastle University Transportation Strategy has to be seen as a benefit across the campus and as an opportunity to upgrade the public realm.

There are some barriers such as tree canopies, level changes and walls that prevent visual and physical access to the campus such as the steep steps on Kings Walk or the stone wall at the southern entrance.
KEY DRIVERS FOR AN IMPROVED CAMPUS EXPERIENCE

1. LINKS
   • improve connections to the city and to each other - east to west, north to south.

2. ENTRANCES TO THE CAMPUS
   • confusing and non existent

3. SAFETY
   • night time routes

4. CAR PARKING
   • reduces quality of pedestrian environments
2.0 THE CAMPUS TODAY

2.2 Landscape and External spaces

The building of the School of Medicine and Surgery in 1834 was the beginnings of Newcastle University. In 1871 Armstrong College was founded and together these two schools formed a division of the University of Durham.

The university continued to grow into the next century with major expansion from 1945 onwards. This has left a legacy of differing architectural styles and origins with several ‘left over’ spaces in between the buildings. These kinds of spaces are generally void of activity, are constructed from inferior materials, have little landscape interest and are generally negative spaces.

On the other hand external spaces associated with the older campus buildings such as The Quad have been lovingly maintained over the years and provide a major feature and focus for the university. Unfortunately the quality of the Quad is let down by its surface materials that are in poor condition and need to be replaced with more robust and higher quality materials. It is the activity, horticultural interest and overall qualities of the better spaces on campus that set the benchmark of quality for the university to aspire to for future upgrading of existing spaces and future development.

Unplanned and prolonged development of the campus has also resulted in poor circulation routes. There are some narrow thoroughfares and changes in level which create awkward and inefficient spaces such as the western entrance from Lovers Lane, the Japanese garden and access between the Armstrong Building and the Percy Building.

The plan opposite shows four different types of spaces: positive landscapes which include groups of trees, lawns, shrub planting and quads; positive external spaces which include settings for buildings and through routes and enhancement areas which are a combination of landscape and external spaces that are in need of enhancement; and undercroft spaces which are common place for the 1960’s style buildings that comprise a significant part of the university’s buildings. These spaces are created by overhanging buildings and are dark even during the day. They are mostly used to store cycles.
KEY DRIVERS FOR AN IMPROVED CAMPUS EXPERIENCE

1. SOME EXCELLENT SPACES
   - these set the benchmark of quality for the entire campus

2. SOME UNATTRACTIVE & UNINSPIRING SPACES
   - discourages use
   - devalues external space for staff, students and visitors

NEWCASTLE UNIVERSITY LANDSCAPE STRATEGY
2.0 THE CAMPUS TODAY

2.3 Focus spaces

Focus spaces are an important part of university life as they facilitate various aspects of student and staff life such as end of term celebrations, graduations and examination periods. Focus spaces have the potential to create a vibrant, interactive and integrated campus population.

There are several spaces within the university which provide a positive focus for students, staff and activities. Several of these spaces are located near key buildings on the campus such as the Robinson library, the student union, The Arches and the Architecture Building. The spaces associated with these buildings act as 'spill out' spaces for people to continue their conversations or gatherings to outside.

The most successful focus space for students, staff and visitors would have to be The Quad. It provides informal seating in a variety of ways such as comfortable timber seating, small stone walls and lawns that allow different types of groups to meet up. The high quality shrubs and trees in this area also add to the character and feel of the space.

The other spaces that act as a focus for the campus at the moment include:
- ‘Drummond Quad’ (green space behind Drummond Building)
- Robinson Library
- Hancock Museum
- Hancock Museum frontage
- Devonshire junction
- Claremont Quad
- The Quad
- The Arches
- Kings Walk
- The Refectory/Student Union
- Herschel Building Steps

The plan shows a deficit in focus spaces within the southern portion of the university campus. This is mostly due to the dominance of car parking in this part of the campus. There is potential in this area to create a quadrangle for the students and staff who predominantly use the southern end of the campus.
KEY DRIVERS FOR AN IMPROVED CAMPUS EXPERIENCE

1. SOUTHERN DEFICIT
   • lack of spaces on the southern part of the campus

2. INDIVIDUAL
   • they are all different

3. TIRED AND NEED A POLISH
   • all the focus spaces are in need of enhancement
2.0 THE CAMPUS TODAY

2.4 Landmarks

The plan opposite shows three different levels of landmarks within the campus. Firstly, the university, due to its city location can rely on several sculptural landmarks such as the war memorial near the Metro station, the St. Thomas Church spire and the Civic Centre’s tower as way finding devices and points of reference. These kinds of landmarks punctuate the skyline and can be seen from various locations when within the campus. This helps people orient themselves.

Campus landmarks are smaller scale icons within the campus. They include buildings, statues, public art and external spaces. Some of these can be viewed from a distance such as the Arches tower and the Armstrong building which help second time visitors to the campus to find their way. The ‘Spiral Nebula’ sculpture near the Herschel Building, the Armstrong statue near the Hancock Museum, the Old Library facade and the Quad are examples of landmarks that exist within the campus boundary. These can also be used as meeting places.

On a smaller scale university and department or school crests are displayed on several buildings throughout the campus. These crests are in different forms including printed signage, crests and statuettes within the architecture itself. Building names and school mottos are sometimes incorporated into the crest such as the Percy and the King George VI buildings. This attention to detail adds to the identity and character of the university and helps with legibility and way finding.
2.0 THE CAMPUS TODAY

2.5 Planned Development

At the time of writing there were several sites identified for future development on campus:
- Kensington and Park Terraces in fill development to create a new frontage to the lawn behind the Drummond building (Drummond Quad)
- Phase 2 of the Devonshire Building
- Hancock Museum new frontage extension
- In fill development of the Building Science school and Fine Arts
- Barras Bridge buildings and car park redevelopment
- New building between the Line building and the PE centre
- Herschel car park redevelopment
- Old Forge Building area redevelopment

It will be important to design landscape improvement projects and new landscapes/spaces with these new developments to ensure that interior and exterior spaces are integrated and that connectivity throughout the campus is improved.

KEY DRIVERS FOR AN IMPROVED CAMPUS EXPERIENCE

1. AN EVER CHANGING PLACE
   - landscape is the constant in an evolving building led campus
   - co-ordinate landscape works with building development
   - think of landscape projects as worthwhile developments in themselves.
3.0 LANDSCAPE CONCEPT

3.1 Quality Campus Environment

There are 6 main points that flow from the landscape analysis:

• people who come to the university, visitors especially do not know when they have arrived ‘on campus.’
• it is not clear where the ‘edge of campus’ boundary is.
• the public realm is not cohesive and does not have a distinct character.
• the external spaces vary in quality – there are some exceptional spaces and some very poor ones.
• the campus is unbalanced in its provision of external spaces, especially green spaces creating a north south divide where the southern end of the campus lacks distinctive useable space.
• parked cars are a dominant feature of the campus landscape.

These points have been developed into positives by way of the Landscape Concepts proposed as a way of delivering new and exciting landscape solutions for Newcastle University.

The main landscape concept and over arching principle of the Landscape Strategy is to create a high quality campus environment. This means the university needs to take a quantum leap in the quality of spaces, materials, furniture, signage and other aspects of the public realm that it currently provides. This leap needs to take place in both the area of delivery of landscape projects, that is the selection of materials and the approach, that is the design of the university environment.

The diagram opposite shows how the over arching principle can be achieved through two different strands. The spatial concepts relate to place making, identity and legibility. The creative interventions demonstrate how the spatial concepts can materialise on the campus.

These seven concepts will dramatically change the campus environment. They will give Newcastle University a recognisable personality and lift it’s profile in the city and across the country.
Some areas within the campus already meet or come close to the quantum leap in quality such as The Quad, Claremont Quad and the landscape associated with the Devonshire Building. However there are some aspects of these spaces that do not meet the aspiring quality standard such as the surface materials in The Quad. These issues need to be dealt with in an overall enhancement program for the entire campus.

This leap in quality also needs to be applied to pathways, thoroughfares and roads within the campus. For these types of areas high quality means pedestrian priority, removal of parked cars, new materials and furniture and signage. Circulation throughout the campus needs to be designed in such a way as to create a campus that is easy to understand with routes that are properly designed and easy to follow.

The two images opposite represent the quantum leap graphically. The ‘Now’ image on the left shows dark purple shapes which represent the existing spaces that are positive in public realm terms through their setting, materials, landscape or activity. It also shows the lack of these kinds of spaces. The ‘After’ image shows what could be achieved with a program of enhancement or development with an increase in quality spaces and how the whole campus can be improved through better use of materials for circulation and directing people (yellow wash).

The quality spaces currently on campus are:
• The Quad for it’s central focus for the university and its excellent landscape and surrounding architecture.
• Claremont Quad as it is a place for focused events and also has pleasant landscape and architectural surroundings.
• Student Union and Kings Walk lawn is also a focus for the university where students gather at lunch times and afternoons and during organised events.
• Hancock Museum for it’s mature trees and green setting.
• hard landscaping adjacent to the Devonshire Building.
• informal green space adjacent to the Robinson Library.
• Groups of exiting trees such as in front of the Armstrong Building and along the southern boundary of the campus near Kings Walk and the Herschel Building.

Details of the new quality spaces are included in the following Landscape Concept pages.
3.0 LANDSCAPE CONCEPT

3.2 Gateways

There are four main entrances into the campus. They lead into different parts of the campus:
• North: the Robinson Library area and the overpass are a combined link into the main campus.
• East: intersection between Barras Bridge and Kings Walk.
• South: entrance near the Herschel Building, opposite the Metro station.
• West: small entrance between the Percy Building and Merz Court, opposite Lovers Lane.

This concept responds to the need for the university to improve its public domain image by creating appropriate and inviting gateway entrances into the university for visitors, students and staff. Landmarks such as iconic buildings and/or public art and signage would be incorporated into the space to announce the arrival onto the campus. These items would also improve legibility and way finding to and within the campus in general.

The images below show how insignificant the entrances into the campus are at the moment and the potential impact they could have once enlarged and enhanced.
3.0 LANDSCAPE CONCEPT

3.3 Connected Campus

This concept is all about improving links within and on the edge of the campus. Currently some of these links are known to students and staff, thus visitors find it difficult to navigate their way around the campus. The main links are:
1. Kings Road and the intersection with Claremont Road.
2. Kings Walk from Barras Bridge to Queen Victoria Road and Lovers Lane.
3. Haymarket Lane to Kings Road.
4. the Pedestrian and Cycle paths that cross Great north Road through the overpass.

This concept goes hand in hand with the Gateways concept where new public realm works would make people aware of when they are on the edge campus or entering into it. Surface materials are very important for alerting people to main thoroughfares, entrances and spaces as is the removal of parked cars for the general improvement of pedestrian conditions.

The upgrade or design of safe night time routes which greatly affect students who live on or near the campus is also a very important part of creating a connected campus.
3.0 LANDSCAPE CONCEPT

3.4 Quads and Courtyards

Quadrangles, or Quads are a vital part of university life for the times where the university community gather to gather or for when students and staff need a break from work or study. They also provide a focus for impromptu or organised social activity for staff and/or students. At the time of writing there were two existing Quads on campus with a vision for creating or upgrading two others to create a total of four Quads on campus. The existing Quads are The Quad and the Claremont Quad. These are in the most part in good condition but do require some enhancement works.

‘Drummond Quad’, currently a green space behind the Drummond Building, Park Terrace and Kensington Terrace would be upgraded to create a focus for the northern tip of the campus. ‘Herschel Quad’ would be a totally new quad with a green focus that would serve the southern end of the campus. These two quads would be delivered in conjunction with proposed building development adjacent to them.

Courtyards are smaller scale spaces and are associated with an entrance to a building. All these spaces exist but are in need of a major upgrade to become places where people would want to spend time.
3.0 LANDSCAPE CONCEPT

3.5 Front doors

This concept addresses the need for small scale entrance spaces for the many ‘front doors’ of buildings such as the King George VI building and the Armstrong Building that front on to a public road and path rather than an internal university road. It will be necessary to remove the car parking from these spaces for them to become attractive ‘welcome mat’ settings for the existing buildings.

This concept also addresses the need to announce the university campus to drivers, especially on Claremont Road. It is envisaged that contrasting surface materials and key signage would be located at key intersections with Claremont Road such as Queen Victoria Road and Barras Bridge.

It is envisaged that these spaces and interventions will provide a university identity in the same way as the University Gateways would but on a smaller scale. They would include key signage, change in surface materials and possibly some form of public art or feature paving to alert pedestrians and drivers to the fact that they were walking past or driving into the university. These spaces would therefore help with legibility and way finding.
3.0 LANDSCAPE CONCEPT

3.6 Botanic Identity

This concept embraces and celebrates the variety of plant life on earth. By choosing interesting, unusual (in origin, form or characteristics) trees and large shrubs from around the world a rich botanic palette would be created and would become an important part of the campus landscape. The concept would:

- create an individual botanic identity for each quad, courtyard, key space such as a gateway and key routes or links.
- respond to the seasons with a focus on autumn, winter and spring when the campus is at its busiest. This would add interesting colours and textures to the campus throughout the year.
- help with legibility and way finding as people come to identify places by the trees and shrubs within them.
- create a green or horticultural focus for the university whereby people would come to learn the names of trees and could ‘meet at the Tulip tree’.
- be linked by the use of structure planting throughout the campus (see sub section 4.10).
3.0 LANDSCAPE CONCEPT

3.7 Celebrated University Icons

Art is an important and varied element of the public realm that has many benefits for a city campus. Public art can take on many forms and communicate on different levels such as an expression of a place in terms of its character, history or aspirations or as a focus for stimulating our senses and imagination. Public art can also provide an interesting focus for a place or vista and it can be challenging and controversial to provoke discussion.

It is important for a larger site, such as a university campus to have a theme and logic behind its art strategy that binds the different art works together. Newcastle University has produced or been acquainted with some important public figures over its 200 or so years. People such as Mo Mowlam who lectured in politics at the university from 1979 to 1983 and the ‘Firewatchers’ who undertook firewatching duty at King’s College during the Second World War. The theme for Newcastle University is influenced by these kinds of people and the need to celebrate their achievements. Celebrated University Icons could include past students and staff as mentioned above but also past inventions or discoveries and major contributions to the arts and/or the community. This theme would strengthen the unique identity of the campus and add meaning to it for staff, students and visitors.

Newcastle University is already a campus rich in character and history, providing inspiration for future public art. There are several artistic pieces in the form of memorials, crests and statues scattered throughout the campus. Some examples are:

- ‘Spiral Nebula’ next to the Herschel Building is an abstract sculpture that is well placed next to the science schools.
- A statue of Armstrong is situated at the intersection of Claremont Road and Barras Bridge.
- Several memorials in the green space next to the Drummond Building.
- Sculptural architectural features built into buildings such as the Old Library and the Armstrong building.

The introduction of public art to a university campus should consider:

- Student involvement, in particular fine art students in various forms of public art.
- Involvement of local artists or past fine art students.
- The use of a changing programme of temporary art to engage, attract and encourage people to use and visit the campus such as seasonal events, end of term time and any special festivals or celebrations of the university such as its anniversary.
- The use of temporary art which can be a practical tool to promote and celebrate future events, changes on the campus such as pedestrianisation.
- Combining art with other elements such as water, lighting and planting.
- The location of the art piece so that it makes a positive addition to the space that it is in, responds to the character and scale of the space. The type, style or size of the artwork will also determine if it is in a high profile location such as a key route or gateway or a more intimate space such as a Quad or courtyard.
- Encouraging performance art at key times in the university calendar and coordination with the emerging cultural quarter.

Various forms of public art.

Now: Some public art on campus.

After: A vision for campus public art.
3.0 LANDSCAPE CONCEPT

3.8 Starry Night

The starry night concept addresses the need to improve the nature of the undercroft spaces as described in Section 2.2 of this report. To combat the dark conditions under the towers and building overhangs lighting could be used in a variety of ways to create the effect of a ‘starry night’:

- light projections onto ceilings or walls. These could be films, abstract animation or university advertisements for upcoming events.
- different coloured LED lights installed into the ceiling with different colour filters attached to timers creating a moving light display.
- multitude of fairy lights attached to the ceiling
- light art
- LED lights installed flush with ground level that can be walked over to create various up lighting effects.

Now: Dark undercroft spaces.

After: New, light and interesting undercroft spaces.

Night time: after introducing artistic lighting to the Fine Arts Building.

Different lighting effects.

Day time
Before

After introducing artistic lighting to the Fine Arts Building.
3.0 LANDSCAPE CONCEPT

3.9 Landscape Strategy

The landscape concepts come together in the form of the Landscape Strategy plan which shows the 10 to 15 year vision for the campus in terms of landscape and redevelopment. The image below shows how the Landscape Concepts are combined to create a Quality Campus Environment.

The main features of the Landscape Strategy are:

- Gateways
- a Connected Campus
- Four Quads
- Four Courtyards
- ‘Front Doors’
- Celebrated University Icons (New Public Art/Landmarks)
- Undercroft Lighting

The image opposite is a proposition of how the landscape concepts would be delivered and shows additional information such as tree planting, areas for heritage palette and contemporary palette application, feature paving areas. The numbers on the plan refer to more detailed recommendations for each project as listed in the Schedule of Projects in section 6 of this document.
4.0 LANDSCAPE LANGUAGE

4.1 Character Areas

This section should be used as tool by the Estates Office and other design professionals to select materials for landscape projects that will be delivered over the next 10 to 15 years.

The Landscape Language, that is the floorscape, furniture and planting of any place needs to respond to the many other built elements around and within it such as buildings, public art, existing planting and existing materials. This type of language also needs to communicate to the users of the place and in this case create a cohesive and easily accessible campus.

Building a campus over a long period of time creates an interesting mix of architectural and landscape styles. At Newcastle University there are several different spaces and styles of architecture. However for the purposes of creating a coherent campus this study has identified two main character areas and thus two Landscape Languages for the campus:

- Heritage Language
- Contemporary Language

The Heritage Language responds to the existing architecture, buildings and materials. These tend to be the oldest buildings on the campus dating from 1871. Whereas the Contemporary Language responds to a broader mix of architectural styles, mostly mid 20th century, and the spaces that are adjacent to or enclosed by these buildings. This language will also be used for some thoroughfares and links to introduce a sense of connectivity through the campus. The plan opposite shows where these two different languages should be applied.

The following pages show how existing spaces and streets have influenced the formation of the above palettes. They also describe and give examples of the individual elements that comprise the heritage and contemporary languages. However we would recommend a period for testing this solution and a final selection process where maintenance and detailed design are considered in order for the palette to be refined.
4.0 LANDSCAPE LANGUAGE

4.2 Heritage Language precedents

The areas that will be part of the heritage language are:
• The Hancock Museum and its surrounds.
• Park and Kensington Terraces and the green space to the south of them.
• The Quad, the Architecture building, The Arches and the Armstrong Building and their surrounds.

These areas consist of:
• red brick buildings with some light coloured natural stone highlights such as the Armstrong building.
• Yorkstone buildings such as the Hancock Museum.
• intricate architectural detail including crests, cornicing, memorials and statuettes.
• extensive, seasonal and well maintained planting areas.
• mature and well looked after trees.
• sizeable and useable lawns.
• a mix of natural and synthetic floorscape materials including:
  • Yorkstone paving
  • concrete paving
  • red brick paving
  • cobbles
  • tarmac paths and car parking areas
• a range of street furniture that varies in quality from teak benches to plastic litter bins.
• mostly timber seating.
• some areas of paving that are in poor condition and have been repaired with inferior materials over the years.

4.3 Heritage Language Approach

Therefore the general approach for the Heritage Language is to:
• build upon the floorscape, furniture and planting that is already in place in such places as The Quad.
• create a simple and elegant suite of furniture and materials with a heritage influence, but not directly heritage style, in other words not pastiche in design or form. This suite will reinforce the heritage identity.
• compliment the surrounding architecture in a way as to not draw attention away from it.
• upgrade quality of materials in heritage spaces rather than introduce new.
• build upon the horticultural excellence and extensive palette of planting that is already in place in the heritage areas.
### 4.0 LANDSCAPE LANGUAGE

#### 4.4 Heritage Language: Floorscape

<table>
<thead>
<tr>
<th>Photograph No.s</th>
<th>Material</th>
<th>Colours/Finishes</th>
<th>Locations</th>
<th>Design Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pavements and Spaces</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | Yorkstone (or other approved natural stone) | Cut: Slabs  
Colours: Riven (predominantly buff with some veining) and Rustic (blue grey to rust brown) | Key Spaces  
Main thoroughfares/primary routes  
Pavements | Use contrasting colours for edging, banding, features and areas of detail.  
Paving pattern/layout to reflect pedestrian movements and direction.  
Use rustic stone where red brick architecture surrounds the space/pavement.  
Consider using bespoke tactile paving at crossings to match this material. |
| 2 | Granite | Texture:  
Colours: buff, light brown and other light colours | Kerbs and channels  
Secondary Routes  
Incidental/secondary spaces  
Highlights and details | Consider permeable paving to reduce hard standing.  
Consider use of different paving patterns in different areas.  
Use contrasting colours for edging, banding, features and areas of detail.  
Consider using bespoke tactile paving to match this material. |
| **Vehicular routes** | | | | |
| 3 | Tarmac with coloured aggregate coating (such as Colas) | Colour: Light/buff coloured aggregate | Applied to all vehicular routes within the campus boundary and under university control | Consider future maintenance issues when deciding on type of coating |
| 4 | Granite | Cuts: slabs, setts, kerbs  
Texture: find picked; flame textured  
Various colours | Campus Vehicular Entrances  
Adjacent to key spaces/nodes  
Kerbs and channels | Wide kerbs and channels  
Campus vehicular entrances to be raised |
| 5 | Porous paving | Colours: buff, light brown and other light colours | Car parking areas | A significant contribution to Sustainable Urban Drainage (SUDS) by reducing water flows into drainage systems |
### 4.0 LANDSCAPE LANGUAGE

#### 4.5 Heritage Language: Furniture

<table>
<thead>
<tr>
<th>Photographs</th>
<th>Item</th>
<th>Supplier: Name/Model</th>
<th>Colours/Finishes</th>
<th>Design Principles</th>
</tr>
</thead>
</table>
| 1-3         | Bollard    | 1. Woodscape:  
2. Broxap: BX 1621 Hanchurch  
2. Solid cast iron spherical bollard, Black                                              | • One bollard should be chosen for the heritage palette to unify the campus and mark its boundary  
• University crest to be applied to all bollards  
• Bollards used to link the university and mark its boundary  
• Used only where necessary. Consider the use of contrasting materials within the pavement to separate pedestrians and vehicles |
| 4-6         | Litter Bin | 4. Woodscape:  
5. 6. Broxap: BX 2315 Square Litter Bin                                              | 4. 5. 6. Cast iron, Standard 115 or large 205 litre capacities. Heavy duty textured finish | • University crest to be applied to all litter bins as a way of unifying the campus  
• Litter bin locations and numbers should respond to surrounding building uses and areas of congregating |
7. A 2 aperture wheelie bin container which is available in 240 litres and 480 litres. Vandal and corrosion resistant 2mm Zintec steel. Logos, crests or lettering can be incorporated. | 7. A 2 aperture wheelie bin container which is available in 240 litres and 480 litres. Vandal and corrosion resistant 2mm Zintec steel. Logos, crests or lettering can be incorporated. | • Placed in locations where the bins will be fully utilised such as key intersections and primary pedestrian routes. Sometimes placed near normal litter bins.  
• Should be positioned against a wall or on the back edge of paving and/or paths.  
• Should cater for maximum recycling value and include appropriate sections such as plastic, metal cans and paper. Further investigation may be necessary. |
| 8-11        | Seat       | Lindsey Teak:  
8. Balmoral Bench 180  
9. Balmoral Corner Bench  
10. Tree Seat Round  
11. Contemporary Love Seat                                                             | 8-11. High quality teak furniture                                                    | • Timber seating to be used throughout Heritage character areas  
• Anti-skate board measures to be designed into seating |
| 12-13       | Cycle Storage | 12. 13. Broxap: BX/MW/SPS Harrogate Cycle Stand                                      | 12. 13. 50mmø steel, hot dipped galvanized and polyester powder coated.           | • Located near key buildings and junctions in well lit and overlooked spaces  
• Cycle routes and parking locations should be indicated on university maps and signage |
| 14          | Lighting   | 14. Woodhouse                                                                       |                                                                                  | • Choice of readily available off the shelf items is preferred for future maintenance and replacement  
• Consider the use of one fitting for  
• Consider the use of bollard lighting to demarcate safe routes |
| 15          | Railings   | 15.                                                                                  |                                                                                  | • Kept to a minimum  
• Restricted to dramatic level changes  
• Should not interrupt pedestrian desire lines  
• Should be visually permeable |
| 16-18       | Tree Guards and Grilles | 16. 17. Marshalls: Square Foilage Grille  
18. 17. Sheet cast iron with sand textured finish.                                      | 16. 17. Sheet cast iron with sand textured finish.                                 | • Design of both items should ensure longevity of the trees  
• Items should be a positive addition to the streetscape |
| see Contemporary palette                   | Drainage Grilles | -                                                                                  |                                                                                  | • Integration with the surrounding pavement is paramount to create a level surface  
• Consider the use of bespoke items that can enliven the streetscape |
| 19          | Signage    | 19. Woodhouse:                                                                      |                                                                                  | • A hierarchy of signage to be developed for the campus.  
• Signs and maps to be consistent throughout the campus. |
4.0 LANDSCAPE LANGUAGE

4.6 Contemporary Language precedents

The palette plan on page 22 shows the contemporary language being used throughout most of the campus for both exterior and circulation spaces. The main spaces where it will be applied are:

• Claremont Quad
• Kings Walk and
• the new development surrounding the Herschel building

There is a mix of materials, architectural styles and quality thresholds within the areas that fall under the Contemporary Language. Some of the characteristics are:

• 1920’s red brick building such as King George VI Building.
• 1960’s brown brick buildings with attention to detail in doorways, windows and relief sculpture such as the Old Library and the Percy Building.
• 1960’s concrete buildings such as the modern extension to the Fine Arts building, the Agriculture building and the Herschel Building.
• contemporary buildings such as the concrete, timber and steel Devonshire building.
• well maintained planting areas with some themed planting in the Japanese Garden.
• mature and well looked after trees.
• some sizeable and useable lawns such as Claremont Quad and Kings Walk.
• a mix of floorscape materials including:
  • Yorkstone setts
  • concrete paving
  • tarmac paths and car parking areas
  • red coloured tarmac coating in car parking areas
  • a range of street furniture including timber picnic tables to steel benches.

4.7 Contemporary Language Approach

Therefore the contemporary Language approach is to:

• build upon the floorscape, furniture and planting that is already in place in recently refurbished landscape spaces such as Claremont Quad and the public realm associated with the Devonshire building.
• create a contemporary and elegant suite of furniture and materials, reflective of the modern and contemporary design of the surrounding buildings, that generate an identity for the university and the spaces that are within the contemporary character area. In certain circumstances bespoke items could be used.
• use certain items of furniture such as signage that cross over both languages in order to create a sense of connectivity and legibility throughout the campus.
• borrow from the standard set by the horticultural excellence of the heritage areas whilst creating a new identity through planting for the contemporary areas.
NEWCASTLE UNIVERSITY LANDSCAPE STRATEGY

Herschel Building

Robinson Library and overpass

Public realm works adjacent to Devonshire Building

Merz Court

Cycle racks and paving

Refectory paving

Claremont Quad

Seating

Japanese garden paving

Kings Walk paving
## 4.0 LANDSCAPE LANGUAGE

### 4.8 Contemporary Language: Floorscape

<table>
<thead>
<tr>
<th>Photograph No.s</th>
<th>Material</th>
<th>Colours/Finishes</th>
<th>Locations</th>
<th>Design Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pavements and Spaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1               | High quality concrete pavers          | • Texture: Exposed aggregate  
• Colours: Buff/grey/white for main paving areas  
• Highlight colours such as blue, grey, yellow, charcoal, white | Main thoroughfares/Primary routes  
• Pavements                                                                                         | • Use contrasting colours for edging, banding, features and areas of detail  
• Paving pattern/layout to reflect pedestrian movements and directions  
• Highlight colours to respond to surrounding uses and buildings |
| 2               | Concrete pavers (such as Tegular)     | • Texture:  
• Colours: buff, light brown and other light colour                                                                                                 | Secondary Routes  
• Incidental/secondary Spaces  
• Highlights within secondary routes | • Consider permeable paving to reduce hard standing  
• Consider use of different paving patterns in different areas  
• Use contrasting colours for edging, banding, features and areas of detail |
| 3               | Yorkstone (or other approved natural stone) | • Cut: Fine diamond sawn setts  
• Texture: Shot sawn/fine picked  
• Colours: Predominantly Cromwell colour (predominantly buff with some veining)  
• Smaller amounts of Scoutmoor (blue grey to buff brown) and Highmoor (buff to blue grey) | Key spaces  
• Gateways                                                                                          | • Interesting paving patterns could be designed to reflect iconic and unique nature of space  
• Consider using bespoke tactile paving  
• Scoutmoor and Highmoor to be used for highlights and features |
| Vehicular routes                                                                                       |
| 4               | Tarmac with coloured aggregate coating (such as Colas) | • Colour: Light/buff coloured aggregate  
• Applied to all vehicular routes within the campus boundary and under university control | • Consider future maintenance issues when deciding on type of coating |
| 5               | Porous paving                        | • Colours: buff, light brown and other light colours                          | • Car parking areas                                                                                     |

---

**see heritage palette**

*Granite*

• Texture:  
• Various colours

*Campus Vehicular Entrances  
• Adjacent to key spaces/nodes*  

*Wide kerbs and channels  
• Campus vehicular entrances to be raised*
# 4.0 Landscape Language

## 4.9 Contemporary Language: Furniture

<table>
<thead>
<tr>
<th>Photographs</th>
<th>Item</th>
<th>Supplier: Name/Model</th>
<th>Colours/Finishes</th>
<th>Design Principles</th>
</tr>
</thead>
</table>
| 1, 2, 3 | Bollard | 1. Broxap: BX47 Sheffield  
2. Ollerton: M3 Flat Top bollard  
3. | 1. Stainless steel bollard  
2. 316 grade satin polished stainless steel  
3. Stainless steel bollard | • University crest to be applied to all bollards  
• Bollards used in alliance with heritage palette bollards to unify campus and create identity  
• Used only where necessary. Consider the use of contrasting materials within the pavement to separate pedestrians and vehicles |
| 4, 5 | Litter Bin | 4. Broxap: BX50 2588-SS  
Olympus A  
5. Broxap: BX50 2554-SS  
Derby Round Stainless Steel | 4. Stainless steel, standard hand polished finish with clear powder, 130 litre capacity  
5. Hand polished finish with clear powder coat protection, 130 litre capacity. Laser cut lettering. | • University crest to be applied to all litter bins as a way of unifying the campus  
• Litter bin locations and numbers should respond to surrounding building uses and areas of congregating |
| 6 | Recycling Bin | 6. Broxap: BX50 SEPR8-SS  
Stainless Steel Recycling bin | 6. Heavy duty steel unit. Maximum total capacity of approximately 450 litres. Logos, crests or lettering can be incorporated Customers own graphics. | • Placed in locations where the bins will be fully utilised such as key intersections and primary pedestrian routes. Sometimes placed near normal litter bins.  
• Should be positioned against a wall or on the back edge of paving and/or paths.  
• Should cater for maximum recycling value and include appropriate sections such as plastic, metal cans and paper. Further investigation may be necessary. |
| 7, 8, 9, 10 | Seat | 7. Marshalls: Sineu Graff Metropolis Seat 10.021 oe  
8. Ollerton: M3 Curved Bench  
9. Woodhouse: escotef  
10. Streetlife: HBS-2340 High bench | 7. Hardwood timber seats combine hardwood slats with either ductile cast iron or steel legs.  
8. Mild steel and coated in colour of choice.  
9. Reinforced cast stone bench, Granite grey/biege  
10. Red brown Cumaru Hardware | • Consider the use of bespoke seating in key spaces such as gateways to create interest and add to the iconic and unique nature of a space  
• Seating with elements of timber to be used as a unifying element throughout the campus  
• Anti-skate board measures should be specified |
| 11, 12 | Cycle Storage | 11.  
12. Streetscene: | | • Located near key buildings and junctions in well lit and overlooked spaces  
• Cycle routes and parking locations should be indicated on university maps and signage |
| 13, 14 | Lighting | 13. Woodhouse:  
14. Column: extruded aluminium, Top canopy: die-cast aluminium, finish powder coated light matt grey. | • Choice of readily available off the shelf items is preferred for future maintenance and replacement  
• Consider the use of one fitting for  
• Consider the use of bollard lighting to demarcate safe routes and other types of lighting such as LEDs flush mounted into paving for artistic/interesting effects |
| 15 | Railings | 15. | | • Kept to a minimum  
• Restricted to dramatic level changes  
• Should not interrupt pedestrian desire lines  
• Permeable |
| 16, 17 | Tree Guards and Grilles | 16. Woodhouse: Escofet Carmel Tree Surround  
17. | 16. Reinforced Cast stone. Colour: Granite grey | • Design of both items should ensure longevity of the trees  
• Items should be a positive addition to the streetscape  
• Bespoke items could be considered especially at gateway areas providing a Newcastle University identity |
| 18 | Drainage Grilles | 18. | | • Integration with the surrounding pavement is paramount to create a level surface  
• Consider the use of bespoke items that can enliven the streetscape |
| 19 | Signage | 19. Woodhouse: GEO Finger Post | 19. Fingers are extruded aluminium, lettered using die-cut vinyl or engraved graphics. | • A hierarchy of signage to be developed for the campus.  
• Signs and maps to be consistent throughout the campus. |
### 4.0 LANDSCAPE LANGUAGE

#### 4.10 Heritage and Contemporary Language: Planting

<table>
<thead>
<tr>
<th>Photographs</th>
<th>Item</th>
<th>Botanical Name</th>
<th>Common Name</th>
<th>Description/Design Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure Planting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,2,3 Hedging</td>
<td>1. Fagus sylvatica</td>
<td>1. Beech</td>
<td>• Hedge planting to reflect existing planting within the campus, thus unifying the campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Taxus baccata</td>
<td>2. Yew</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Buxus sempervirens</td>
<td>3. Box</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4,5 Shrubs</td>
<td>4. Prunus incisa</td>
<td>4. Fuji Cherry</td>
<td>• White to pale pink flowers and autumn colour</td>
<td></td>
</tr>
<tr>
<td>6,7,8 Trees</td>
<td>6. Tilia cordata</td>
<td>6. Lime</td>
<td>• Existing structure trees to be repeated throughout the campus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Fagus sylvatica ‘Purpureum’</td>
<td>7. Beech</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Sorbus aria</td>
<td>8. Whitebeam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Heritage Planting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9,10 Trees</td>
<td>9. Liriodendron tulipifera</td>
<td>9. Tulip tree</td>
<td>• Specimen tree with distinctive tulip like fruits and leaves that turn bright yellow in autumn.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. ‘Magnolia x soulangeana’</td>
<td>10. Magnolia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11,12 Accent planting</td>
<td>11. Hebe Champagne</td>
<td>11. Veronica</td>
<td>• Lavender tinted, white flower spikes from summer to autumn</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Lavandula x intermedia Grosso</td>
<td>12. Lavender</td>
<td>• English lavender produces a mass of huge purple-violet flowers between July and August</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. ‘Daphne bholua Jacqueline Postill’</td>
<td>13. Daphne</td>
<td>• Clusters of sweetly scented, deep purple-pink flowers in January and February adding winter interest to the campus</td>
<td></td>
</tr>
<tr>
<td><strong>Contemporary Planting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Trees</td>
<td>14. Trachycarpus fortunei</td>
<td>14. Chusan Palm</td>
<td>• Striking fan shaped leaves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. ‘Acer palmatum Sango-kaku’</td>
<td>15. Coral-bark Maple</td>
<td>• Palm-shaped, orange-yellow leaves in spring, which turn rich green in summer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. Imperata cylindrica ‘Rubra’</td>
<td>17. Blood Grass</td>
<td>• Golden, glossy canes with a green stripe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. ‘Stipa gigantea’</td>
<td>18. Golden Oats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.0 LANDSCAPE LANGUAGE

4.11 Design and Construction Principles

These principles apply to both the heritage and contemporary palettes.

1. Floorscape:
   • In order to maintain a sense of connectivity and cohesion throughout the campus floorscape patterns should be simple and avoid excessive changes in colour, materials or direction of paving pattern. Variety in paving can be introduced through:
     • variation in sizes of paving slabs or setts.
     • variation in band widths and/or colour or alternate band widths within paving.
     • integrated art and detailing where appropriate.
   • Paving materials that stop abruptly or that do not flow through the campus can lead to confusion and difficult way finding. Therefore consider the interface of surface treatments between different spaces, paths and streets within the campus and on the edge of the campus. Surface materials used for main thoroughfares and key spaces should take dominance over secondary routes and incidental spaces where they intersect.
   • Appropriate material selection is vital. High quality materials should be specified for key spaces and other important areas such as areas adjacent to high profile buildings and entrances. Consider:
     • where possible the use of natural stone products as they tend to be more durable and age better when compared to concrete products.
     • durability of the material and its longevity. All materials specified should be robust so as to avoid premature replacement and repair.
     • availability of material and its impact on future maintenance.
     • recycling of good quality existing surface materials especially in The Quad and other heritage areas of the campus where their retention and relaying will add to the character of the space.
   • The specification of construction build up and jointing of a paved area is key to its success in terms of its longevity and future maintenance. It is important to have the correct specification for all areas where heavy goods vehicles and cherry pickers have access for maintenance of surrounding buildings.

2. External Furniture
   • The selection of external furniture is key to the success of a space. Above all else it should be inviting and comfortable in order to attract people and enable them to use the space to its full potential. Spaces on campus consciously and/or subconsciously attract prospective students and staff and make an impression on visitors.
   • The position of street furniture should be used to help create and define a space. It should take into consideration:
     • existing and future desire lines and other forms of circulation such as service vehicles and cyclists.
     • emergency vehicle access.
     • maintenance and cleansing where awkward corners and overhangs should be avoided.
     • the reduction of barriers or obstacles to help with navigation.
     • accessibility for all abilities where the location of furniture should leave clear minimum widths in accordance with current mobility guidelines.
   • Campus spaces and streets should be designed with the aim of removing as much clutter as possible. External furniture should be kept to a minimum and all superfluous items removed, careful consideration should be given to the quantity, scale and positioning of it.
   • Street furniture locations should be carefully considered in terms of disabled access where sufficient space adjacent to seating areas should be provided to allow for wheelchairs and access. Other obstacles and gratings should be avoided adjacent to seats where they may cause difficulties for wheelchair users.
   • Off the shelf items are desirable where they will be used in abundance. Consider the use of items whose parts can be purchased for repairs in the event of graffiti and other damage such as removable slats on seating. Bespoke items can be used in key spaces. Consideration of future maintenance should be part of the bespoke design process.
   • Consider the use of recycled materials such as timber and plastics when selecting street furniture.
3. Planting

• Trees and other forms of planting can enliven a space, provide colour, contrast and seasonal changes, help absorb pollution, provide an ecological resource, improve local micro climate through reduction of wind speeds and increase of ambient temperatures, and most of all they can humanise a space.

• Newcastle University is fortunate to have a committed and skilled maintenance team who have set a benchmark of horticultural excellence within the university grounds. It is important to work closely with this team to ensure that same level of maintenance and involvement is achievable for any new landscape or planting scheme.

• The planting of perennials and annuals should be extended to other suitable areas of the campus (that is mainly in the heritage character area).

• Planting should be used in a variety of ways on campus to:
  • define key routes and desire lines through the use of boulevards and structure planting.
  • create a focal point for a space.
  • provide spatial definition where there are poor edge(s) to a space.
  • conceal views and screen undesirable features.
  • improve the micro climate through air quality and reduction in noise levels in problem areas such as adjacent to roads.
  • demarcate different uses for example between traffic and pedestrian routes.
  • provide shelter from wind and rain, or reduce glare and reflections.

• Trees should not be used where they will obscure important facades or features or interfere with pedestrian desire lines.

• Consideration also needs to be given to the impact the siting of a tree, or trees, may have on the safety and security of a space particularly in relation to the Closed Circuit Television cameras (CCTV) and lighting. Any adverse effect that trees have on existing or proposed CCTV cameras should be identified and mitigated by relocation of the tree or camera, or supplemental cameras.

• The retention of existing trees, especially on the periphery of the campus is important for retaining a green edge to the campus.
5.0 FURTHER WORK RECOMMENDATIONS

The following pieces of study or work are recommended for the various stages of delivering the Landscape Strategy:

1. Adoption of the Landscape Strategy:
   - Newcastle University undertake consultation with Newcastle City Council in order for the Landscape Strategy to be adopted.
   - Consultation and presentation to the University Council in order for this document to be adopted by all relevant university departments.

2. Detailed Design:
   - Refine and finalise Landscape Language: embark on a detailed external furniture and materials selection process which covers maintenance and ensures that the final selection of items will meet various department needs and specifications. Samples should be sourced and tested on site.
   - Detailed design of an exemplar scheme that is not reliant on adjacent development such as the western entrance and Japanese Garden gateway space to set the quality standard for future landscape projects.
   - Detailed landscape design of landscape projects that will not be delivered in conjunction with building redevelopment such as the new Armstrong Building Front Door.
   - Trial of one undercroft lighting project.

3. Survey:
   - Tree Survey: a full recording of tree position and health check of all existing trees carried out by a fully qualified Arboriculturist and to the latest British Standards.
   - Tree Management Programme: a programme of regular health checks and maintenance that is built into the Estates Office budget.
6.0 SCHEDULE OF PROJECTS

6.1 ‘Drummond Quad’, Park Terrace, Kensington Terraces and Drummond Building

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heritage and Contemporary</td>
<td>• Quads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Botanic Identity</td>
</tr>
</tbody>
</table>

Description
This area is part of both the heritage and contemporary character areas. The heritage part of this area is Park Terrace and Kensington Terrace which are lined with Victorian buff coloured brick terraces. The contemporary area is located at the back of these terraces which are earmarked for future infill development that would provide a frontage onto the green space. This has been newly named ‘Drummond Quad’ where there are several mature trees, small scale memorials and a lawn. It is in need of enhancement works for it to become one of the four university Quads.

Recommendations
• Provide more seating for staff and students at lunch times, consider the use of picnic style seating.
• Upgrade the setting of the memorials
• Introduce accent planting and introduce a feature specimen tree in line with the Botanic Identity concept.
• It will be important to marry the two different landscape languages and types of materials in a way that makes sense on the ground and is sensitive to the surrounding buildings.
• Introduce more tree planting along Kensington Terrace to fill in the gaps.

6.2 Claremont Road

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Contemporary</td>
<td>• Front Doors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connected Campus</td>
</tr>
</tbody>
</table>

Description
Claremont Road is a public road that divides the campus in two. It is a through route within the city and thus accommodates a steady flow of traffic during the day. There are some pedestrian crossing points along its length including a non signalised crossing at Claremont Tower and traffic lights with signalised pedestrian crossings at the intersection with Barras Bridge. It is possible to cross the road at other non formalised points.

Recommendations
In line with the Front Doors concept a sense of arrival for the university is needed at several points along this road:
• iconic signage at the intersection with Queen Victoria Road where some form of. Alternatively the corner of the Merz Court building facing this intersection could be used for signage.
• a change of surface materials at key points to alert the driver to a different type of environment where there are many pedestrians.
• Introduction of additional crossing at Merz Court and Cassie/Stephenson Buildings.
### 6.0 SCHEDULE OF PROJECTS

#### 6.3 Merz Court

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
<th>Description</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Contemporary</td>
<td>• Courtyards</td>
<td>Merz court is a 1960’s brown brick building constructed at various levels. This building has an undercroft space fronting Claremont Road and a central courtyard which provides access to the building.</td>
<td>• Introduce Artistic lighting such as LEDs, fairy lights or projected light shows to combat the dark and uninviting undercroft space.  • Create a new entrance into the building with new seating and planting  • Upgrade the surface materials.  • Provide new cycle parking in order to make current cycle storage arrangements look more tidy.  • Reflect the botanic identity concept by planting interesting plant species. The enclosed environment could allow the selection of more exotic species.  • The style/design of this space could be alternative/wacky due to its isolated nature, that is there are no listed buildings adjoining it.</td>
</tr>
</tbody>
</table>

#### 6.4 Western entrance and Japanese Garden

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
<th>Description</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Contemporary</td>
<td>• Gateway • Celebrated University Icons • Botanic Identity</td>
<td>The western entrance is a small pedestrian entrance to the university. It is narrow and confusing due to the various walls and shrub beds. There is no signage at this entrance. There are several steps and a ramp from the entrance to the Japanese Garden. The Japanese Garden is in poor condition due to deteriorating paving materials. The planting is well maintained. There is also a small scale water feature near the rear of the Percy building.</td>
<td>• Redesign the two spaces as one gateway space into the university where walls and barriers are removed and level changes are rationalised.  • Introduce iconic signage or public art as a way of announcing the campus.  • Retain the Japanese theme of the space and make it stronger. Tree and shrub species from that region should be used to increase the botanic identity concept.  • Remove the existing water feature and replace it with a larger feature in a more prominent location.  • Consider the effects of wind on these spaces (the existing walls were erected to protect from the wind).  • Introduce a feature in front of the Percy Building elevation which faces on to the Japanese Garden, such as an amphitheatre or an outdoor eating area. Alternatively disguise its poor frontage.</td>
</tr>
</tbody>
</table>
6.0 SCHEDULE OF PROJECTS

6.5 Claremont Quad

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Contemporary</td>
<td>• Quads • Botanic Identity</td>
</tr>
</tbody>
</table>

Description
Claremont Quad is one of the four campus quads. It has recently undergone enhancement works. However these have not been complete and some further work is necessary. Claremont Quad is adjacent to the Old Library building which is an architectural focus for the campus. It also houses a university café.

Recommendations
• Introduce shrub planting on both sides of Claremont Road:
  • along the brick wall next to Claremont Road to deter skate board riders and cyclists from using the lawn and to create a sense of enclosure to the space.
  • adjacent to the Cassie building.
• Introduce a deck or other type of structure adjacent to the Old Library building to enable the café to make use of outdoor eating areas.
• Continue the 'Tegular' paving to the Merz Court building and integrate surface materials in an an way that helps with legibility and university connectivity.
• signage on the Cassie building and/or Claremont Tower.

6.6 Claremont Tower and Bridge

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Contemporary</td>
<td>• Starry Night</td>
</tr>
</tbody>
</table>

Description
Claremont Tower is a 1960's brown brick and concrete building which spans Claremont Road at an upper level, thus creating an undercroft area over the road and on the northern side of the road, near the Devonshire Building. There is also a covered walkway on the Claremont Quad side of the building. These pathways and routes are heavily used but are unfortunately dark and uninviting.

Recommendations
• Introduce artistic lighting to create a more positive environment under this building.
• Consider different types of lighting for the different conditions, such as simple, unobtrusive lighting over the road and more interactive and exciting lighting in pedestrian zones.
• Explore the use of LED lighting in the ceiling structure and up lighting on the ground in pedestrian areas.
• Consider the architectural features, such as verticality, windows or eaves for accent lighting.
### 6.0 SCHEDULE OF PROJECTS

#### 6.7 Robinson Library and Great North Road overpass

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Contemporary</td>
<td>• Gateway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Starry Night</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Celebrated University Icon</td>
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</tbody>
</table>

**Description**

A pedestrian and cycle overpass connects the Robinson Library and the main campus over the Great North Road. The overpass is a dark corridor with a low ceiling and poor lighting. The area surrounding the Robinson Library is small and becomes busy with cyclists, pedestrians and people having a break from study in the library. This space is an entrance way into the main campus.

**Recommendations**

- Introduce artistic lighting within the pedestrian overpass to lighten the corridor and make it as inviting and safe as possible.
- Enhance the area adjacent to the library with seating, more cycle stands and high quality paving materials to add contrast to the other paving materials surrounding it.
- Introduce a large landmark on the southern side of the overpass which will create a higher profile for the university and be seen from the city.
- Investigate the possibility of building on top of the storage part of the overpass. This would create a university and city wide icon.

#### 6.8 Hancock Museum

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<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Heritage</td>
<td>• Celebrated University Icons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Botanic Identity</td>
</tr>
</tbody>
</table>

**Description**

The Hancock Museum is within the heritage area. At the time of writing the building was undergoing refurbishment works. There were also plans for the building to be extended northwards where an additional entrance to the building will be created. This is part of the cultural quarter idea described in the Development Master plan.

**Recommendations**

- Sensitive design of surface materials where the heritage and contemporary materials palette meet between the Devonshire Building and the Hancock museum.
- Where trees are removed they should be replaced.
- Investigate the need for any enhancement and/or refurbishment works to the Armstrong statue in order to create more of a landmark for the museum and the university.
- Selective removal of poorer quality tree specimens could be considered to open up views to the museum building especially from Claremont Road, Great North Road, Jesmond Road and from within other parts of the campus.
6.0 SCHEDULE OF PROJECTS

6.9 Fine Arts Building

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Contemporary</td>
<td>• Starry Night</td>
</tr>
</tbody>
</table>

**Description**
The modern extension of the Fine Arts Building creates an undercroft space over two internal service roads. Both these roads lead to Claremont Quad and one is a popular pedestrian route. The environments under these buildings is poor and uninviting due to the dark conditions and the parked cars. There is some infill development proposed for this area.

**Recommendations**
- Introduce Artistic lighting such as LEDs, fairy lights or projected light shows in order to make the spaces feel more safe and inviting.
- Consider using student involvement for this building in particular and co-ordinating it with any other art initiatives on the campus such as temporary or performance art.
- Consider the redesign of building entrances as a result of infill development and the overall plan to remove parked cars from the campus.
- Public Art should be considered within close proximity to this building.

6.10 The Quad

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Heritage</td>
<td>• Quads • Botanic Identity</td>
</tr>
</tbody>
</table>

**Description**
The Quad is a popular destination for students, staff and visitors. It is in good condition except for the surface materials which are in a poor state of repair and do not compliment the heritage character of the space.

**Recommendations**
- Replace the existing paving with high quality paving materials such as Yorkstone paving slabs and consider replicating the existing paving pattern in new high quality materials to create interest.
- Replace timber and steel seating with all timber seating.
- Provide some cycle parking close by to deter people from parking bikes next to trees.
- Continue to use the same palette of plants and trees to enhance the heritage planting palette.
6.0 SCHEDULE OF PROJECTS

6.11 Armstrong Building

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Heritage</td>
<td>• Quads • Botanic Identity</td>
</tr>
</tbody>
</table>

Description

The Armstrong Building is an iconic building on campus. Unfortunately the Queen Victoria Road frontage is lined with parked cars. This detracts from the exemplary architecture and the landscape. There is also an internal servicing yard within the building that is under utilised.

Recommendations

• Remove Queen Victoria Road frontage car parking.
• Create a new hard landscape ‘foyer’ to provide an inviting and suitable setting for graduation ceremonies and the outstanding architecture.
• Provide new seating and other types of external furniture including pedestrian lighting and signage to encourage gathering and mingling.
• Create an internal courtyard for graduation ceremonies. Consider level changes, building maintenance and building access issues.
• Retain existing trees on the Queen Victoria Road frontage.

6.12 The Arches and Armstrong Buildings

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Heritage</td>
<td>• Connected Campus</td>
</tr>
</tbody>
</table>

Description

The Arches is a building with pedestrian links through it at ground level. It is a link from Kings Walk to the Quad. Adjacent to the Arches is the Museum of Antiquities which is to be relocated and the building that it is housed in will be removed. This will open up this area and create an improved setting for the Armstrong building and the Arches.

Recommendations

• Extend the paving materials that will be used for the new area of public realm in front of the Armstrong building across Kings Road to Kings Walk and in front of the Fine Arts building.
• Design a small scale building in place of the Museum of Antiquities which is to be demolished. Incorporate some type of refreshment use such as a cafe and make reference to the old coach house that was once located next to the Arches. The building should have a light structure and be visually permeable as much as possible.
• Create a small focus space with seating and tree planting next to the new building.
6.0 SCHEDULE OF PROJECTS

6.13 Eldon Place

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Contemporary</td>
<td>• Gateway (in association with no. 14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Celebrated University Icons</td>
</tr>
</tbody>
</table>

Description

Eldon Place is currently used as a car park. The university has plans to create an extension on the northern elevation of the Barras Building and to build a new student/visitor centre within the car park adjacent to Barras Bridge.

Recommendations

• New landmark Newcastle University signage incorporated into the new building facing Claremont Road to enhance the main vehicular entrance into the campus and improve way finding in this area. This signage could incorporate some form of public art.
• Removal of and rationalisation of the car parking associated with the Newcastle Playhouse.
• Any landscape or public realm works should be designed in conjunction with the new building proposals.

6.14 Kings Walk

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Contemporary</td>
<td>• Gateway</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Botanic Identity</td>
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<tr>
<td></td>
<td></td>
<td>• Celebrated University Icons</td>
</tr>
</tbody>
</table>

Description

Kings Walk is currently the main entrance to the campus. It is a poor space in terms of surface materials, legibility, sight and desire lines, signage and steep level changes that do not provide access for all.

Recommendations

• Create a grand walk from Barras Bridge to the Arches.
• Rationalise the level change to create a more accessible approach to the campus.
• Investigate the possibility of using a lift system (as part of the design of the new building) to get people between the two levels.
• Incorporate signage and public art to create a university identity.
• Introduce high quality materials and street furniture to create a step change in the public domain perception of the university.
• Retain existing trees where possible.
• Improve the pedestrian connection across Barras Bridge.
6.0 SCHEDULE OF PROJECTS

6.15 Internal Service Road

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Contemporary</td>
<td>Connected Campus</td>
</tr>
</tbody>
</table>

Description
This road is a service road which provides access to many building service areas. It is at a lower level than Kings Walk which actually goes over the top of it. It is overgrown with shrubs and there is also some Japanese Knotweed growing along its length. The environment is not pleasant but it does serve its function and must be retained.

Recommendations
• Remove the Japanese Knotweed. Devise a long term programme to deal with it and prevent its return.
• Tidy up the overgrown shrubs
• Re-organise the turning head and parking arrangements to make it easier to access.
• Provide an area for skip bins to be permanently located.

6.16 Student Union and Refectory

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Contemporary</td>
<td>• Courtyards</td>
</tr>
</tbody>
</table>

Description
The space between the rear of the Student union building and the refectory (the Bistro) is void of external furniture and planting. Occasionally when the weather permits there are some temporary seats and tables that can be used for eating outdoors. The surface materials in this space are very poor. This space is a ‘left over’ space and it extremely under used.

Recommendations
• Rejuvenate this space by providing the following:
  • permanent weather protection/canopy.
  • artistic screen at the edge of the edge of the space (adjacent to the service road) to screen the poor views and to create a backdrop/focal point and to provide a wind break.
  • seating, lighting, litter bins and other necessary external furniture.
  • upgraded surface materials.
  • signage.
• Investigate the use of planting in containers to bring some greenery to the space (evidence of roof leaks that need to be investigated).
• The buildings that face on to this space are modern. Therefore the design/style of this space could be more alternative and innovative than other spaces that are restricted by providing sensitive settings for listed buildings.
6.0 SCHEDULE OF PROJECTS

6.17 Bedson Building

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Contemporary</td>
<td>• Starry Night</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Courtyard</td>
</tr>
</tbody>
</table>

Description
The Bedson Building is a 1960’s brick building. There is an internal courtyard in the middle of the building for access to the building. The public realm qualities within the courtyard are poor and uninviting.

Recommendations
- Install lighting in the undercroft area.
- Explore the use of different types of lighting such as LED lighting and fairy lights in the ceiling structure and up lighting on the ground.
- Provide seating, litter bins and lighting.
- Introduce accent planting in line with the Botanic Identity concept. Consider more exotic species due to enclosed nature of space.

6.18 King George VI Building

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Contemporary</td>
<td>• Front Door</td>
</tr>
</tbody>
</table>

Description
The King George VI building is a 1920’s red brick building. The main entrance into this building is from Queen Victoria Road. Unfortunately this frontage is dominated by parked cars. There are some mature trees planted along the footpath in front of the building.

Recommendations
- Remove the carpark in front of the building entrance.
- Provide seating and new planting to create an improved entrance into the building.
- Retain existing trees.
- Upgrade the materials for both the new entrance and the car park. Consider the use of porous paving in the car park area that would be retained.
6.0 SCHEDULE OF PROJECTS

6.19 Kings Road

No. | Landscape Language | Concept/Project Type(s) |
---|--------------------|------------------------|
19  | Heritage and Contemporary | • Connected Campus • Botanic Identity |

Description
Kings Road is the main vehicular road for the university. Most of the car parks and service areas are accessed from this road. It is also where visitors coming by car enter the campus. There are many pedestrians who cross this road to go between the northern and southern parts of the campus. This road is controlled by boom gates at both ends.

Recommendations
- Introduce a change of materials at the intersection with Claremont Road to alert drivers to the university entrance and also to make them aware of different driving conditions.
- Introduce a change in materials for the entire length of the road.
- Pedestrianise part of the road, near the Arches building for the most part of the day by introducing restricted access for service vehicles.
- Introduce tree planting to create a boulevard.
- Remove car parking and narrow the road to create wider pavements and a buffer of planting between building and the pavement.
- Introduce a change in materials at the St. Thomas Street entrance to alert drivers to the university entrance.

6.20 Agriculture Building

No. | Landscape Language | Concept/Project Type(s) |
---|--------------------|------------------------|
12  | Contemporary | • Front Door • Celebrated University Icons |

Description
The Agriculture building is constructed from concrete and has an interesting geometric form. There is some car parking allowed in front of the building and there are several existing trees in front of it. It has a deep frontage and therefore has the potential to become a Front Door space for this building and the Kings Road entrance.

Recommendations
- Remove car parking from the front of the building.
- Introduce new paving materials in line with the Kings Road entrance way. Show some distinction between road way and footpath such as kerb lines in this area.
- New planting to create a boulevard for Kings Road
- Introduce a new public art piece to provide a focus for the new space that will be created.
- Provide more seating and cycle storage.
6.0 SCHEDULE OF PROJECTS

6.21 Joseph Cowen Buildings

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
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</thead>
<tbody>
<tr>
<td>21</td>
<td>Contemporary</td>
<td>• Front Door</td>
</tr>
</tbody>
</table>

**Description**

These buildings are earmarked for redevelopment. There are some mature existing trees in close proximity to the buildings. Legibility is poor due to lack of signage, level changes and visual and physical barriers such as retaining walls.

**Recommendations**

- During the redevelopment design process consider:
  - the retention of exiting trees where possible.
  - improving access and legibility in this area with signage and a clearer sight lines
  - creation of a ‘front door’ to the building.
  - deal with the level changes.

6.22 ‘Herschel Quad’

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Contemporary</td>
<td>• Quads</td>
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<tr>
<td></td>
<td></td>
<td>• Botanic Identity</td>
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<td></td>
<td></td>
<td>• Celebrated University Icons</td>
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</tbody>
</table>

**Description**

The Herschel building is a modern concrete constructed building. There is a wide walkway between this building and the university’s main car park. There are several existing trees within the walkway that go some way to screen the parked cars. This area is earmarked for redevelopment which would involve the removal of the car parks and the introduction of new buildings.

**Recommendations**

- Create a new quality environment quad for the southern end of the campus. The design of the new buildings and the new Quad should go hand in hand.
- Provide a lawn or a series of lawns and planting beds within the new Quad space.
- Provide ample seating so that the Herschel Quad will become a major focus for the southern end of the campus.
- Retain existing trees where possible.
- Maintain the Haymarket Lane pedestrian/vehicle access.
- Refurbish the existing sculpture.
### 6.0 SCHEDULE OF PROJECTS

#### 6.23 Southern Entrance

<table>
<thead>
<tr>
<th>No.</th>
<th>Landscape Language</th>
<th>Concept/Project Type(s)</th>
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</thead>
<tbody>
<tr>
<td>23</td>
<td>Contemporary</td>
<td>• Gateway</td>
</tr>
</tbody>
</table>

**Description**

Currently the southern entrance is highly used by pedestrians but is lacking identity and public domain impact. There are several existing trees in front of the entrance and a stone wall that forms the boundary between the street and the campus. This create a barrier to the university. This area is also a site for redevelopment where the existing car park would be removed to make way for a new building.

**Recommendations**

- Remove barriers & create a permeable edge to the university.
- Crown lift existing trees to lighten the space and/or consider the removal of some trees to make the entrance larger.
- Retain the existing steps and enhance them as a meeting spot.