

Newport Knowledge Quarter

Coleg Gwent / WEPCo

Design & Access Statement

August 2026

Austin • Smith : Lord

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1.0

Introduction

1.1 Project Overview and Summary

Introduction

This Design & Access Statement has been prepared by Austin-Smith:Lord to document the proposed Design for the Newport Knowledge Quarter project for Coleg Gwent, on the site of the former leisure centre at the Kingsway, Newport.

The project is to provide a new 16,000 m2 college building in the city centre of Newport on a brownfield development site previously occupied by the Newport Leisure Centre. The project will create a new Newport City Campus for Coleg Gwent providing a range of curriculum and skills learning. Learners will include Further Education students from 16+ years, as well as Work-Based Learning (WBL) apprentices, Higher Education students and Adult Learners. Learning programmes are planned to be a mix of full and part time daytime delivery, as well as options for evening and weekend classes. The College will provide a mixture of traditional academic and vocational places, over a range of subjects with the new facilities opened up to offer support for community uses and local businesses.

The new facilities will deliver a mix of curricula and will include Business, Sciences, Independent Learning Skills (ILS), Construction, Visual Arts, Hair and Beauty, Catering and Hospitality, Engineering and Skills Development (Math/ Numeracy, English and Welsh Language etc).The facilities will also include a variety of non-curricula and social spaces designed to provide support to students and staff during the college day, and potentially for some community use (i.e. training restaurant and hair salon) outside of core teaching hours. The new facilities in the Newport Knowledge Quarter are intended to replace existing facilities and provision delivered across a number of other Coleg Gwent campuses located in Newport and within the former county of Gwent.

This document should be read in conjunction with the architectural deliverables listed alongside the application, the design proposals prepared by the Structural and Civil Consultants, Mechanical Electrical and Public Health Engineers and other Specialist Consultants.

Project Team

Client/ Project Management:	The Welsh Education Partnership (WEPCo)
End User Client:	Coleg Gwent
Architect, Landscape & Interior Design:	Austin-Smith:Lord
Cost:	Glyndwr Consulting
Civil & Structural Engineer:	Stantec
MEP Engineer/ NZC:	Stantec
Fire, Acoustics, BREEAM, Transport:	Stantec
Principal Designer:	Lawray CDM
Planning Consultant:	Urbanists
Principle Contractor:	Bouygues UK

Project Data

Site Location: Newport Knowledge Quarter Development Site (adj. Friars Walk), Usk Way, Newport, Gwent

Site area: 8,938m2 approx (of which approx. 5700m2 is classed as potential 'safe development area' for the building – see site analysis section.

Note: This area is taken from the 'extent of works' boundary.

Briefed gross internal floor area (GIFA): 16,000 m2

Stage 3 design gross internal floor area (GIFA): 16,034m2

Building occupancy/capacity:

Category	Project Number	Typical Max Daily Attendance
Projected full-time students: 1966	1966	1573
Projected part-time students: 576	576	288
Projected Work Based Learning (WBL) students: 389	389	78
Total Students	2931	1939
Projected teaching staff: 155 FTE	155	121
Projected non-teaching staff: 173 FTE	173	124
Total Staff	328	245
Total Daily Attendance		2184

Brief

2.1 Summary of Design Requirements/ Objectives & Engagement

The design requirements for the new college are set out in detail in the Authority's Construction Requirements (ACRs) - Generic Design Requirements and Site-Specific Brief. These two documents alongside the Schedule of Accommodation form the architectural brief. Understanding of these requirements has developed through the stakeholder engagement undertaken, and has been instrumental in understanding the functional requirements of the college, including spatial adjacencies.

The key design requirements and objectives of the brief which have been considered and addressed in this report and the proposed concept design include;

- This is a key site in Newport city centre and requires a building of prominence which enhances the site and promotes the good reputation of the College.
- Develop a design proposal which creates state of the art facilities and delivers an environment that inspires and encourages creativity for staff and students.
- The building form and external areas of the project must respond appropriately to the site context, which is an urban setting with constraints on all sides.
- The building should be welcoming to learners, staff and visitors but bearing in mind it's city centre location a clear security demarcation is required and basic anti-terrorism precautions subtly incorporated. Internally, good passive security principles should be incorporated.
- The requirements for accommodation that is critical to be located at ground floor must be balanced against practicality of spaces to be located on upper floors.
- Define clear arrangements for access and egress from the site and buildings for students, staff, and visitors. It should be easy to find your way around the College building, circulation must be logical, the layout should be easily understood, and the signage should be clear.

- The building should be accessible to students, staff and visitors with ALN and/or disabilities.
- Some of the building functions will be acoustically incompatible (i.e. engineering and exams or student social spaces and classrooms) and care will be needed in separating these through distance and detail design
- Future proofing and flexibility. Creation of flexible facilities to support differing styles of teaching and learning to improve wellbeing and achieve better outcomes.
- Provide a vibrant and inspiring learning environment with a professional and business-like atmosphere allowing learners to focus on their studies and developing the skills needed for their future careers.
- The new development should facilitate a varied pedagogical approach with a mix of face-to-face interactive sessions, practical sessions, self-directed study and blended delivery.
- Be attractively landscaped and integrated effectively with its surroundings and vehicle and pedestrian schemes providing a clear arrival experience for staff, students and visitors.
- External space will be required for delivery of materials and waste management, as well as outside delivery storage.

Our understanding of the brief, accommodation and project requirements has been developed through Stakeholder and Client Engagement Meetings (CEMS) through the course of RIBA Stages 1 and 2, and which was then recommenced in RIBA Stage 3.



2.2 Stakeholder Engagement

SUMMARY OF ENGAGEMENT FINDINGS - KEY THEMES



FLEXIBLE SPACES

Nearly all departments raised the need for flexibility in space use provided by:

- Folding partitions to enable classes or rooms to be combined
- Flat floor spaces with loose furniture that can be rearranged



SOCIAL SPACE & SAFE SPACES

Nearly all departments raised the need for greater amounts of social learning space for students to dwell between sessions, along with tutorials, group working and quiet study, all with the ability to charge devices. A choice of different types and feel of space was requested with some darker spaces, quiet study space, vibrant social space with a choice of furniture types. Due to the high number of ASD students having sensory and 'safe' spaces was repeatedly raised.



OUTDOOR SPACE

Most departments raised the desire to have outside space for:

- Socialising
- Teaching (in particular ILS / Science)
- Compound use (parking, equipment, waste, deliveries)
- Concerns about the availability of outside space on the site and how windy it is were frequently raised, as well as the need for rain and sun shades.



PASTORAL CARE & ALN

Most departments raised the belief that the amount of space for pastoral care is increasing, especially with the increasing number of ALN learners. These require an increasing number of one to one spaces and small group rooms in close proximity to the main teaching spaces.

2.2 Engagement carried out and summary of outcomes



COLOUR & MATERIALS

There was a general consensus that natural materials like timber, and colours derived from nature were a good thing. There was contradiction between individuals in the amount of strong colour that was felt to be appropriate, suggesting that a variety and choice where possible would answer this. Some felt that the ASD students need visual calm, whilst others were repelled by these spaces which they felt were too sterile.



TRANSPARENCY vs PRIVACY

This was a theme that was discussed by most departments, with some conflicting requirements. Transparency was generally desired for supervision and security, daylighting, sharing of ideas and experiences. However, there were also concerns about learner distraction, glare, lack of privacy, lock down situations. These discussions will need to be held on a case by case basis as the design develops to ensure the correct balance.



DEPARTMENTAL IDENTITY

Most departments wished their area of learning to have a visible and expressed identity within the building, both in order to give clarity of wayfinding and a feeling of a familiar 'base camp' for staff and students.



FOYER 'MALL' APPROACH

A concept that was repeatedly raised was the idea of treating the foyer like a 'mall' with a variety of facilities around it that were easily accessed and located, such as help and support, food and drink etc.

2.3 Schedule of Accommodation Development

A schedule of accommodation (SoA) was provided as part of the briefing documents, with an identified total gross internal area of 16,000m² for the new-build.

Through the stakeholder engagement undertaken with the College, the SoA, spatial adjacencies and functional requirements were interrogated, resulting in agreed amendments to the space requirements. These changes and amendments were captured in a revised SoA, with tracked changes/comments to identify where these adjustments have been made.

This engagement included meetings with college staff, estates and their space modeller (Keystone), and included a cross check and review of the NKQ accommodation schedule produced by the College as part of their space modelling exercise. The evolution and development of the SoA was communicated and shared with the Technical Advisory team.

The RIBA Stage 2 general arrangement layouts were developed based on the amended SoA following these engagement sessions.

At the commencement of RIBA Stage 3, a further round of engagement took place with the College, which involved a deeper look into the specifics of departments and the spaces allocated to them. Whilst the original space modeling produced a fairly generic schedule of spaces (classrooms, workshops etc), it was not fully able to accommodate the specific room uses and requirements for each department. These engagement sessions, and subsequent email exchanges, led to a more detailed Schedule of Accommodation, which flexed the space allocation for each department to suit their individual curriculum needs. The updated SoA now contains a record of what spaces were changed, omitted, resized, or renamed, in order to track the line from the original SoA to the updated, agreed version.

The extract here demonstrates the level of tracking applied to each space, with summary notes to explain the changes made.

Due to the complexity of the changes, not everything can be listed here, and some of these are picked up in the adjacency diagrams on the next pages.

Some of the headline changes include:

- Art department omission of standard classrooms and amalgamated into the overall studio allowance, with overall studio allocation adjusted to suit specific 'levels'
- 2No. Carpentry workshops moved to multi-skills specifically, with 2No. classrooms combined to create 1No. new multi-skills workshop in addition to this.
- 2No. Goods lifts reduced to a single, larger goods lift as agreed with the College
- Overall Library space reduced, with HE Hub and student support spaces taking up a portion of the Library

support spaces taking up a portion of the Library

Project Schedule of Areas (m2)							Amended 30/04/28 - ASL				
Area Data Sheet			Unique Room Name	Target area at NPR (m2)	Amended Target Areas following engagement (m2)	As drawn areas at Stage 2 (m2)	Difference from Amended Stage 1 Target				
Parent ADS Code	Final ADS Code	Unique Room No.	Core Teaching					Comments			
CLA12	CLA10	00001	Business Classroom 01	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00002	Business Classroom 02	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00003	Business Classroom 03	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00004	Business Classroom 04	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00005	Business Classroom 05	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00006	Business Classroom 06	42.0	42.0	42.0	0.0	ok			
CLA12	CLA10	00007	Business Classroom 07 English & Maths	42.0	42.0	43.0	1.0	Amend	College agreed change to English & Maths Classroom		
CLA50	CLA50	00008	Care Classroom 01	42.0	42.0	42.0	0.0	ok	ok - ILS		
CLA50	CLA50	00009	Care Classroom 02	42.0	42.0	42.0	0.0	ok	ok - Science		
CLA50	CLA50	00010	Care Classroom 03	42.0	42.0	42.0	0.0	ok	ok - health and social care		
CLA50	CLA50	00011	Care Classroom 04	42.0	42.0	42.0	0.0	ok	ok - health and social care		
CLA50	CLA50	00012	Care Classroom 05	42.0	42.0	42.0	0.0	ok	ok - health and social care		
CLA50	CLA50	00013	Care Classroom 06 - NOW Care Childcare Simulation Room	42.0	52.0	53.0	1.0	Amend	health and social care, sink/drain area needed		
CLA50	CLA50	00014	Care Classroom 07 - NOW Care STL Simulation Room	42.0	52.0	52.0	0.0	Amend	health and social care, sink/drain area needed		
CLA50	CLA50	00015	Care Classroom 08 - NOW Care Manual Handling Simulation Room	42.0	64.0	65.0	2.0	Amend	health and social care		
CLA50	CLA50	00016	Care Classroom 09 English & Maths	42.0	42.0	42.0	0.0	Amend	College agreed change to English & Maths Classroom		
CLA12	CLA18	00017	Construction Classroom 01	42.0	42.0	42.0	0.0	ok	ok - Block		
CLA12	CLA18	00018	Construction Classroom 02	42.0	42.0	44.0	-2.0	Okai	Omitted - area combined with 00020 to create Construction Workshop 06 (Multiskills)		
CLA12	CLA18	00019	Construction Classroom 03	42.0	42.0	43.0	-1.0	Okai	ok - multi skills/ carpentry		
CLA12	CLA18	00020	Construction Classroom 04	42.0	42.0	42.0	0.0	Okai	Omitted - area combined with 00018 to create Construction Workshop 06 (Multiskills)		
CLA12	CLA18	00021	Construction Classroom 05	42.0	42.0	43.0	1.0	ok	ok - multi skills/ carpentry		
CLA12	CLA18	00022	Construction Classroom 06	42.0	42.0	42.0	0.0	ok	ok - plumbing		
CLA12	CLA18	00023	Construction Classroom 07 English & Maths	42.0	42.0	43.0	1.0	Amend	College agreed change to English & Maths Classroom		
CLA12	CLA18	00024	Construction Classroom 08	42.0	42.0	42.0	0.0	ok	ok - civil engineering		
CLA12	CLA18	00025	Construction Classroom 09	42.0	42.0	43.0	1.0	ok	ok - civil engineering		
CLA12	CLA18	00026	Construction Classroom 10	42.0	42.0	42.0	0.0	Moved	Moved from Creative & Technical		
CLA12	CLA10	00027	Services to People Classroom 01	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00027	Services to People Classroom 02	42.0	42.0	43.0	1.0	ok	ok - ESOL		
CLA12	CLA10	00028	Services to People Classroom 03	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00029	Services to People Classroom 04	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00030	Services to People Classroom 05	42.0	42.0	43.0	1.0	ok	ok - ESOL		
CLA12	CLA10	00031	Services to People Classroom 06	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00032	Services to People Classroom 07	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00033	Services to People Classroom 08	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00034	Services to People Classroom 09	42.0	42.0	42.0	0.0	ok	ok - ESOL		
CLA12	CLA10	00035	Services to People Classroom 10	42.0	42.0	42.0	0.0	ok	ok - Hair and Beauty		
CLA12	CLA10	00036	Services to People Classroom 11 English & Maths	42.0	42.0	42.0	0.0	Amend	College agreed change to English & Maths Classroom		
CLA12	CLA10	00037	Services to People Classroom 12 (Multifunction/Immersive Room)	42.0	42.0	40.7	-1.3		ok - need to define brief for this. Could this be the exploratory lab/flexible space we discussed for VR, robots etc? Taken from the 10 classroom allowance for ESOL Flexible/Immersive Room/VR/Meeting Classroom. Ability to blackout and project onto 4 walls. Could be noisy. Much vent potential. Power and data for 4 ceiling mounted projectors and acoustically rated door. 2 floor boxes with power and data. Use one standard space from the classroom space allocation		
CLA13	CLA13	00038	Creative & Technical Classroom 04 - level 2/3 Studio	42.0	42.0	0.0	22.0	Amend	Part of Art area rebalancing - some area taken from 'NEW Art Classroom 07'		
CLA13	CLA13	00039	Creative & Technical Classroom 05	42.0	42.0	0.0	0.0	Amend	Moved to Construction		
CLA13	CLA13	00040	Creative & Technical Classroom 03 English & Maths	42.0	42.0	43.0	1.0	Amend	College agreed change to English & Maths Classroom		
CLA13	CLA13	00041	Creative & technical Classroom 04	42.0	42.0	42.0	0.0	ok	ok - Engineering		
CLA13	CLA13	00042	Creative & technical Classroom 05	42.0	42.0	42.0	0.0	ok	ok - Engineering		
CLA13	CLA13	00043	Creative & technical Classroom 06	42.0	42.0	42.0	0.0	ok	ok - Engineering		
CLA13	CLA13	NEW	Creative & technical Classroom 07	0.0	42.0	0.0	-42.0	Amend	Part of Art area rebalancing		
CLA12	CLA18	00044	Catering Classroom 01 - Services to People	42.0	42.0	42.0	0.0	ok			
CLA12	CLA18	00045	Catering Classroom 02 - Services to People	42.0	42.0	42.0	0.0	ok			
CLA12	CLA18	00046	Skills Classroom 01	55.0	55.0	43.0	-12.0	ok	ok - maths and english		
CLA12	CLA18	00047	Skills Classroom 02	55.0	55.0	42.0	-13.0	ok	ok - maths and english		
CLA12	CLA18	00048	Skills Classroom 03	55.0	55.0	42.0	-13.0	ok	ok - maths and english		
CLA12	CLA18	00049	Skills Classroom 04	55.0	55.0	42.0	-13.0	ok	ok - maths and english		
CLA12	CLA18	00050	Skills Classroom 05	55.0	55.0	42.0	-13.0	ok	ok - maths and english		
CLA12	CLA18	NEW	Skills Classroom 06			42.0	42.0	NEW	Additional skills classroom created by redistributing space from 5 Large classrooms to 6 Standard Classrooms		
CLA42	CLA42	00051	Business IT Room 01	46.0	46.0	46.0	0.0	ok	ok - NOTE: 1 IT room to designated for online exams, with moveable dividing privacy screens to the deskings		
CLA42	CLA42	00052	Business IT Room 02	46.0	46.0	46.0	0.0	ok	ok - Cisco Server Room		
CLA42	CLA42	00053	Business IT Room 03	46.0	46.0	46.0	0.0	ok			
CLA42	CLA42	00054	Business IT Room 04	46.0	46.0	47.0	1.0	ok			
CLA42	CLA42	00055	Business IT Room 05	46.0	46.0	46.0	0.0	ok			
CLA42	CLA42	00056	Business IT Room 06	46.0	46.0	46.0	0.0	ok			
CLA32	CLA32	00057	Care IT Room 01	46.0	46.0	47.5	1.5	ok			

Non-Net (Balance) Total	5120	4669	4812	-169
Gross Internal Floor Area (m2)	15500	15031	14792	-239
Gross Area for New Build				
Total Teaching Space	7,373	7,342	7,404	62
Learning Space	500	500	395	-105
Support Space	3,007	3,020	2,576	-444
Balance	4,970	4,669	4,812	143
Atrium Space (Fixed)	150	0	0	0
GIA	16,000	15,531	15,187	-344
NPR Target	Amended Target	As Modelled RS3	Difference	
Measured GIA			16034 m²	
Partition Areas (approx.)			847 m²	
			5%	

2.4 Spatial Adjacencies and Requirements

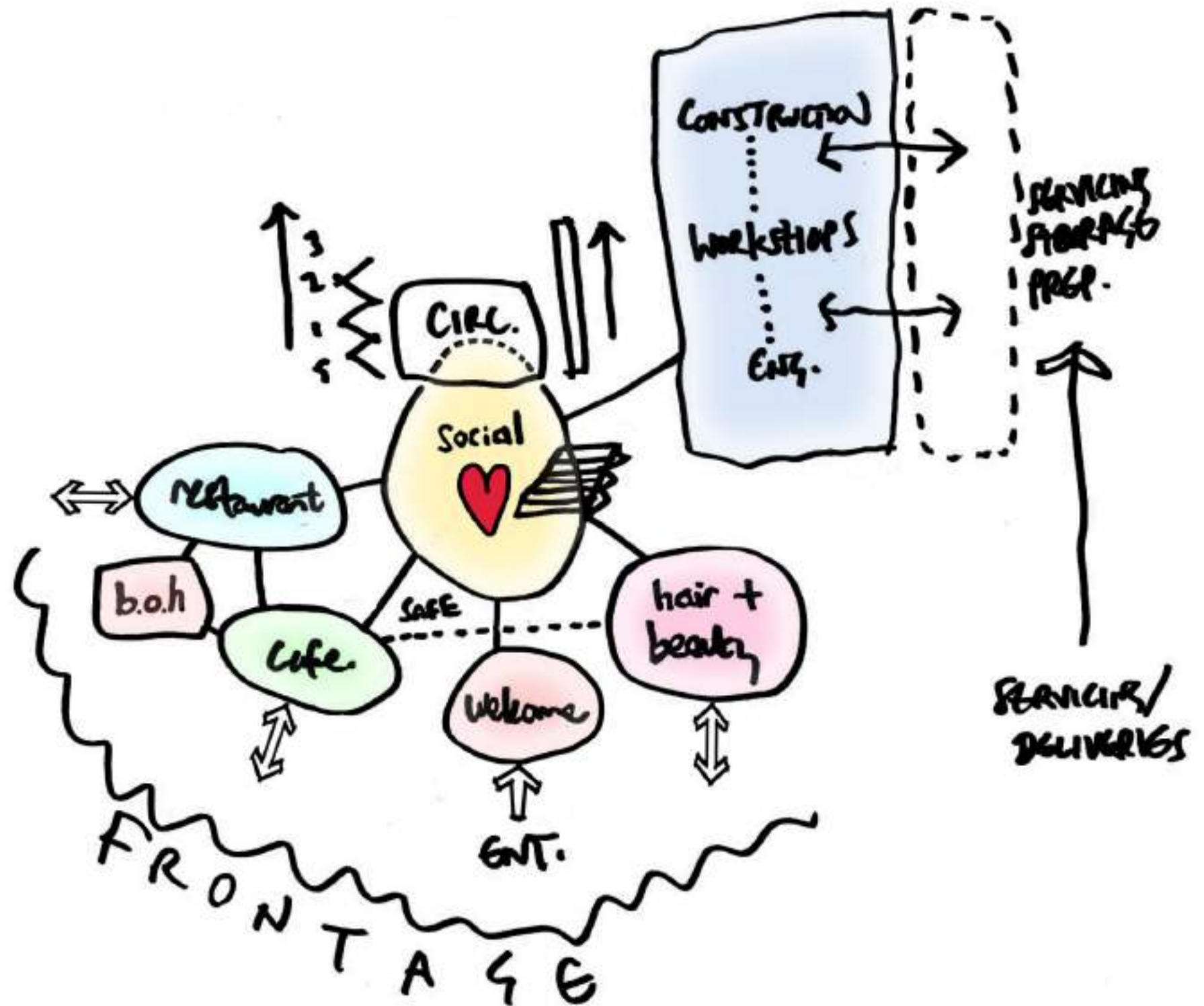
The following pages illustrate key departments and areas within the College that are to be included within the new facility at the Newport Knowledge Quarter.

The diagrams present a graphical representation of the space requirements taken from the schedule of accommodation for the selected zones and departments. These show how individual spaces will relate and connect with other spaces to enable the building to function.

These diagrams were developed and discussed through engagement with the College. The briefing notes and comments captured from this engagement, including key requirements, are listed on each page.

RIBA 3 Development

The diagrams that were original created at Stage 2 have been update in these following pages, to reflect the conversations that have been had with the college and the individual department heads and teams. They are therefore reflective of the developed layouts, and the requirements of the areas of the building they represent.



2.4 Spatial adjacencies - Ground Floor

Briefing Notes

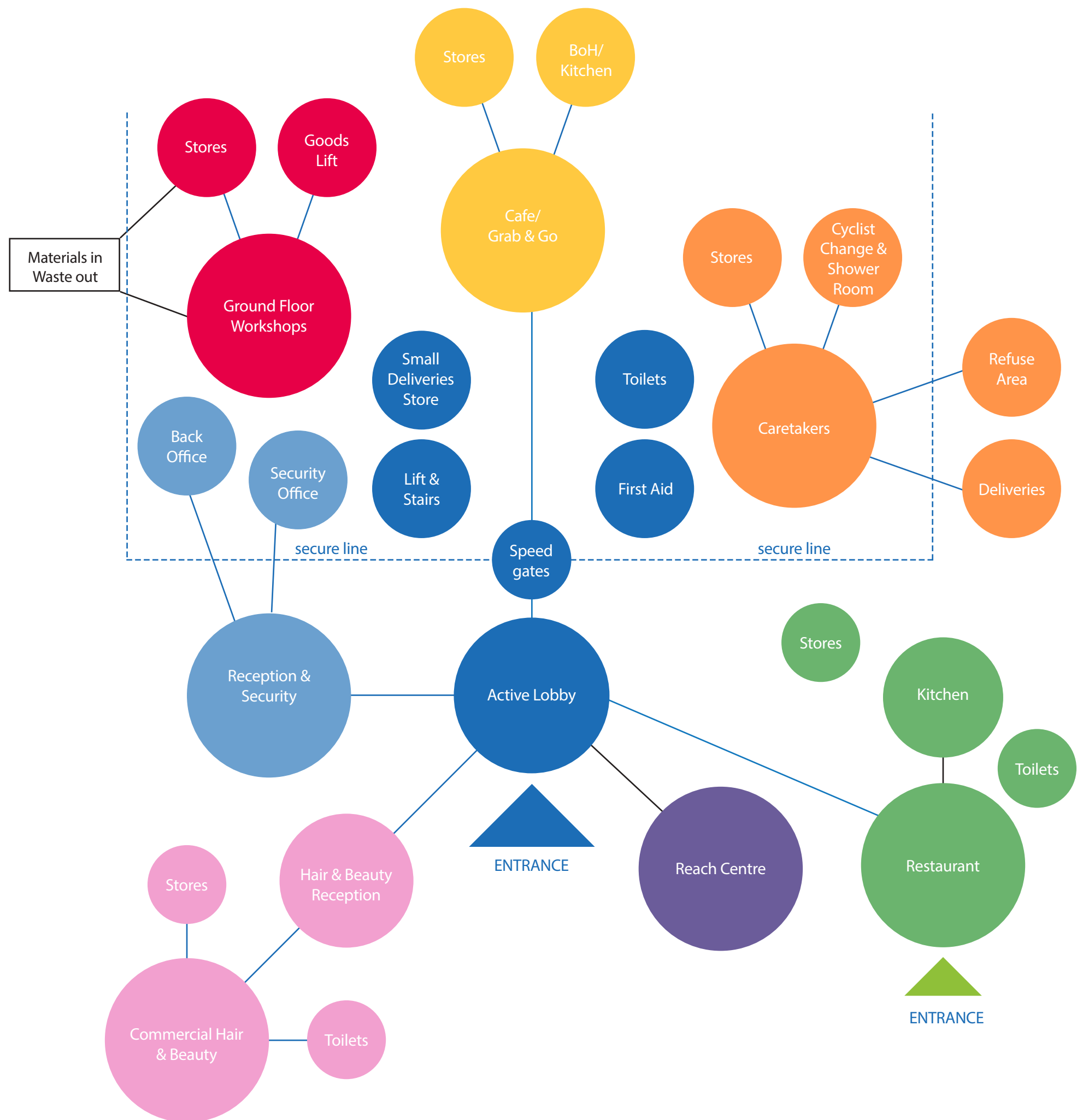
The diagram illustrates the space functions and uses that have been requested by the College as part of the client brief to be accommodated at ground floor level.

This shows the range of spaces competing for the ground floor on what is acknowledged to be a constrained city centre site.

The following key spaces/uses are to be accommodated at ground floor;

- Main entrance leading to a public accessible 'active' foyer, with draught control.
- Street frontage and access from foyer to public accessible hair & beauty salon, training restaurant, and Reach Centre.
- Reception and supporting spaces sat either side of the building entry secure line, anticipated to comprise controlled speed gates or similar.
- 'Heavy' duty workshop spaces for construction and engineering, including Brick, Fab/Weld and Advanced Engineering, and Motorsports.
- Deliveries in/out and associated caretaker/support space
- First aid space to sit behind the secure line and accessed centrally.

In addition to the spaces illustrated, it is advisable to locate the main hall at ground due to its size and potential high occupancy, aiding means of escape and access/egress, including for exams and potential events/ open days etc.

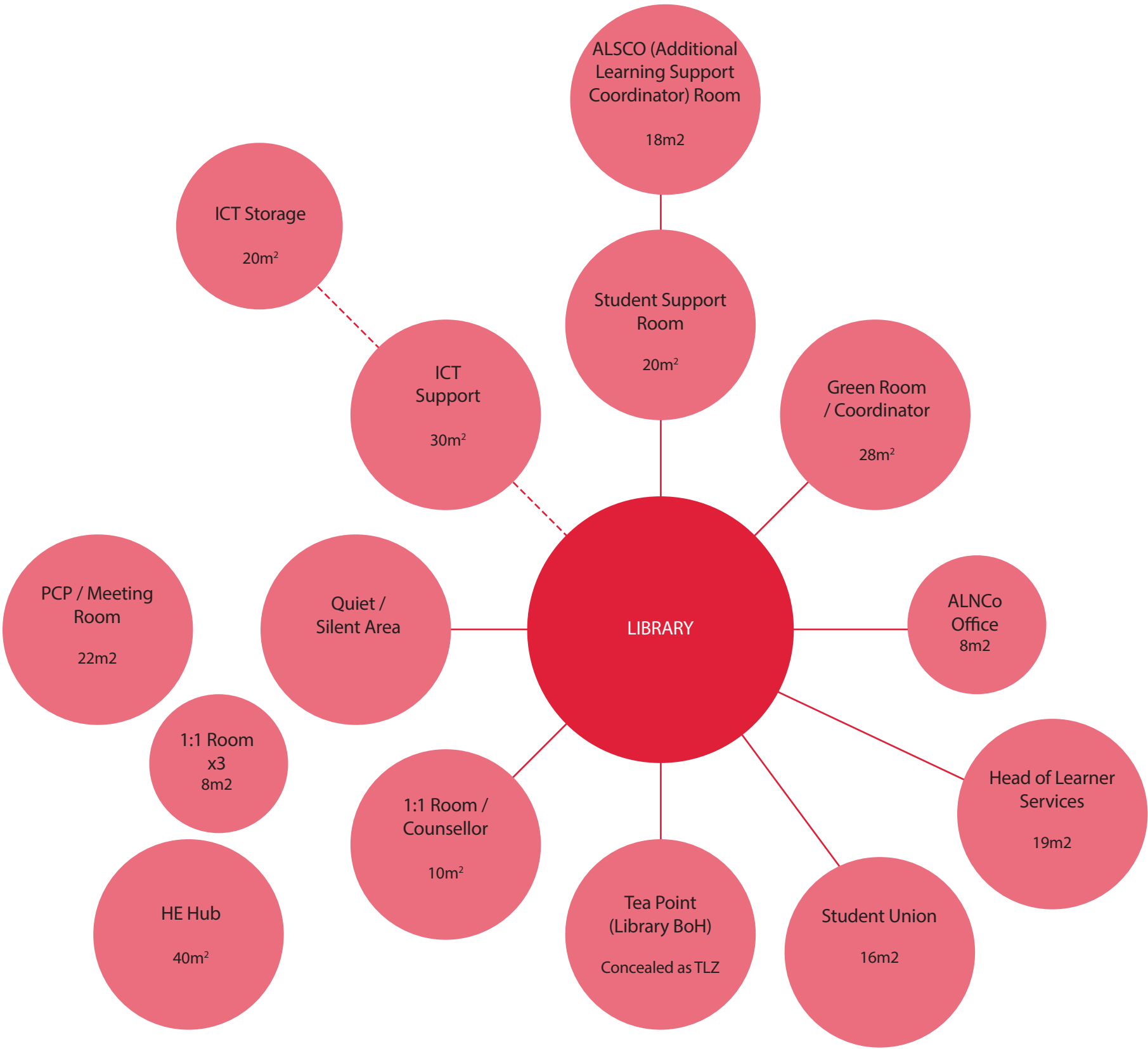


2.4 Spatial adjacencies - Support Hub

Briefing Notes

Spatial grouping and adjacencies replicate the requirements set out in client brief.

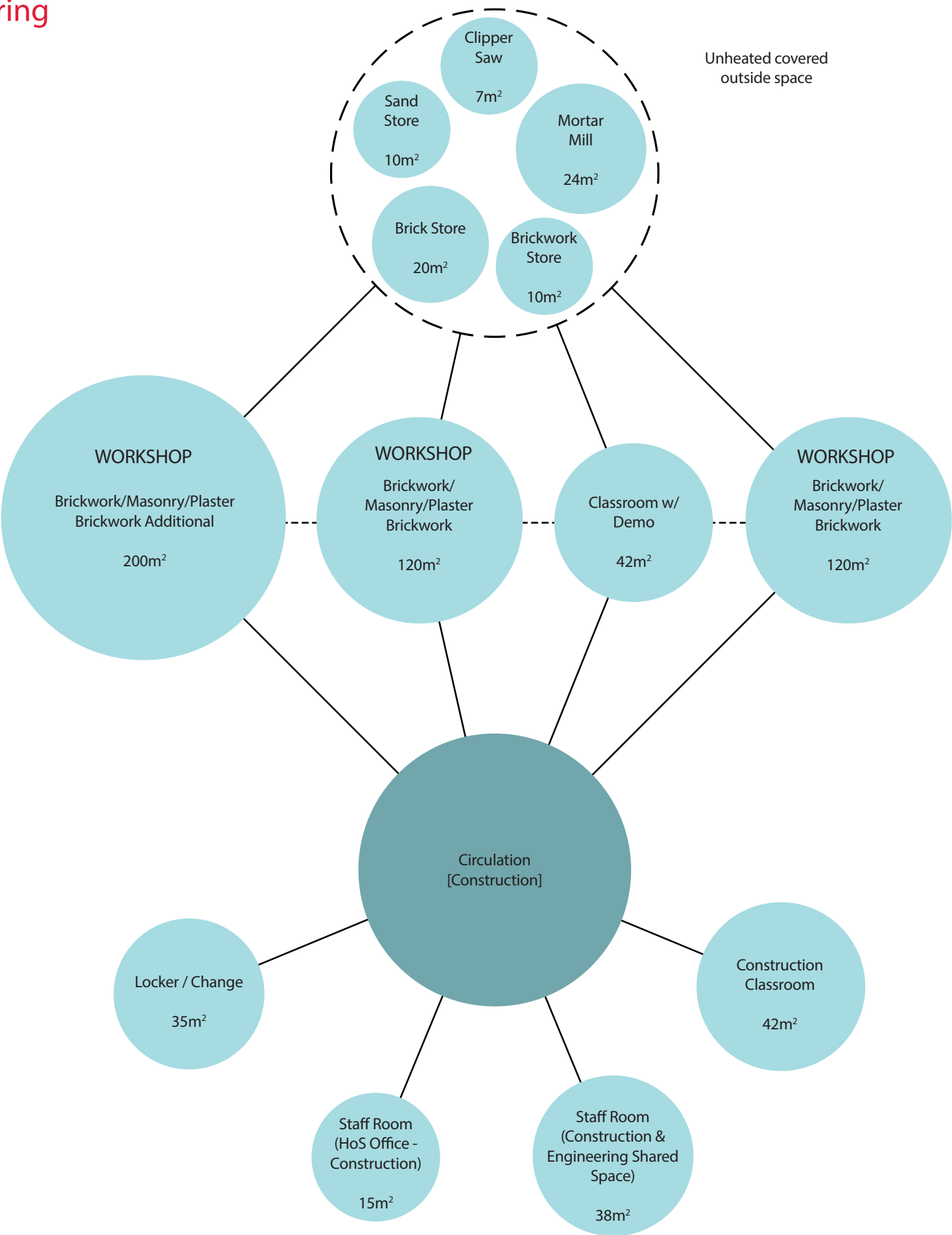
- Library - to include a quiet/ silent study space
- Green Room - used by external speakers. Inc. IWB and one permanent member of staff
- Student Support Room - Support coaches +3 Students, +4 Support Staff, Closer 1:1 type support - combined with ALSCO (Additional Learning Support Coordinator) Room - 1 ALN + support staff, 8 in staff room
- 1:1 Room x 3 - Glazed / Blind to library with table and 2 chairs
- 1:1 Room /Counsellor - 2-3 people - more private, Tub chairs + coffee table
- PCP / Meeting Room - 8 people capacity. Potential to be made a private space
- Student Union - desk space for 4
- Head of Learner services - single desk
- Quiet /Silent Area - for neurodivergent learners 4-5 people with PCs (to help fulfill IDP)
- ICT Support - Adj to Library and ICT store but accessed from corridor. 1 desk with visibility to door. Workbench for testing of equipment. Storage area screened from door for equipment ready to be issued or returned.
- HE Hub repositioned to be adjacent to library



2.4 Spatial adjacencies - Construction: Brickwork / Plastering

Briefing Notes

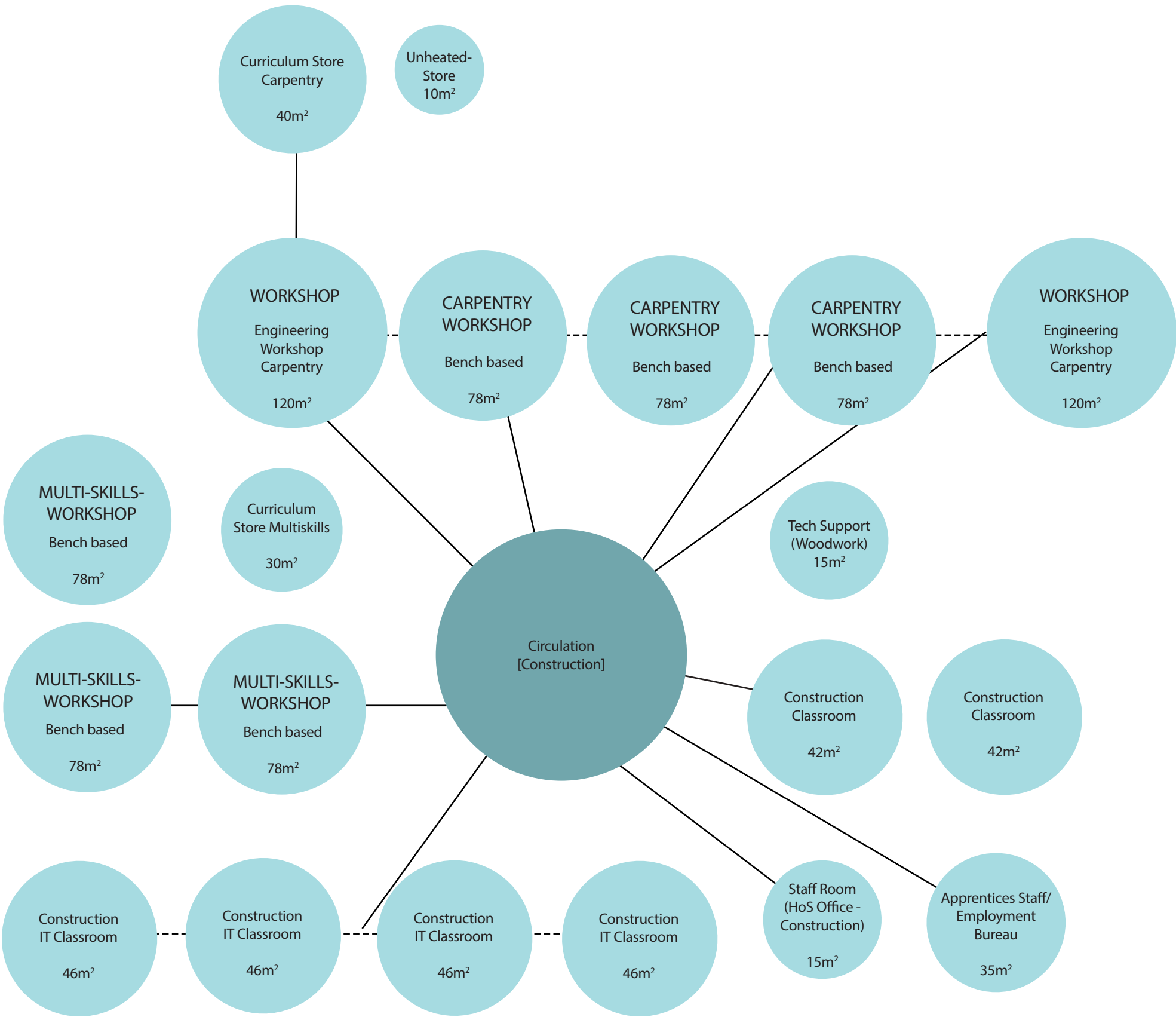
- Ground floor location essential
- Large open workshop spaces
- Dust and noise control required
- Materials in, waste/recycling out - storage areas
- Temperature - workshops can be heated to lower than 'standard temps, eg 15 degrees
- Consider location of mortar mill to enable year round use and control of dust/dirt
- Wash station/ clean up area in workshops
- Brick store to be an external covered area. Other materials stored inside - not kept in bulk quantities.
- Preferred location for clipper saw under brickwork store canopy
- College own a forklift truck - details to be provided. Currently stored securely under an external canopy. Preference for this to be able to drive into brick workshop via roller shutter door. Materials will be taken to other areas by pump truck. (all materials are palletised).
- Locker/Change area allocation to be distributed to serve the different workshop areas, to aid management of these spaces. Conveniently located near or accessed from within the workshop area (preferred).
- 1 x classroom to form 'baseroom' for course



2.4 Spatial adjacencies - Construction: Carpentry / Multi-Skills

Briefing Notes

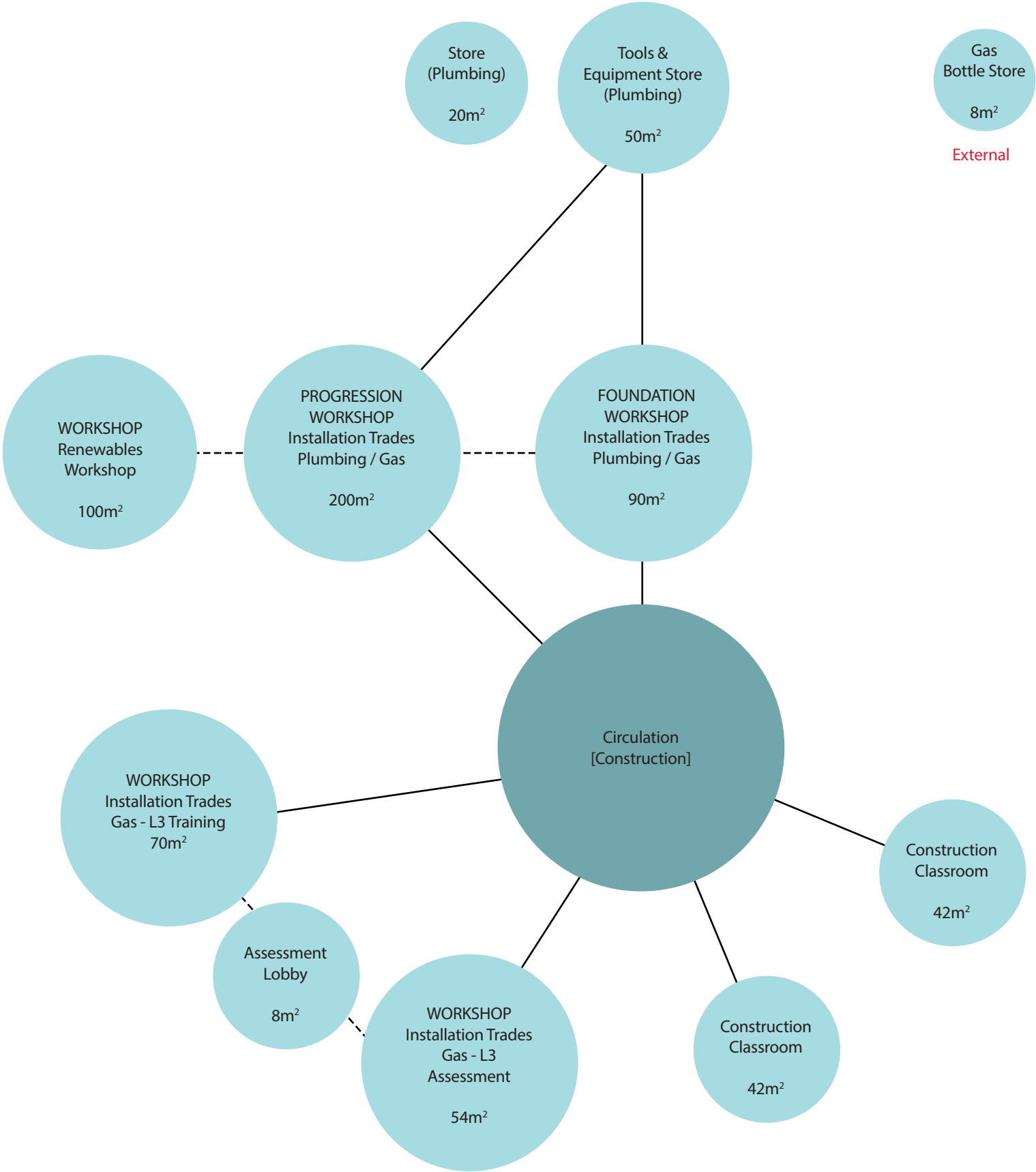
- Dust control and extraction
- Noise control
- Materials in, waste/recycling out - storage areas
- Evening classes undertaken
- Multi-Skills is for Level 1 learners, combining carpentry, paint/decorate and elec
- Carpentry to include areas for roof construction, staircase, door/window fitting and kitchen fitting
- Wash station/ clean up in workshops
- Note - 5 x IT classrooms allocated for shared use across construction
- 1 x classroom to form 'baseroom' for course
- Apprentices/Employment Bureau - Close to construction area with student drop in space. Tea point. Close to 2 1:1 rooms. Front of House location ideal.
- 2No. Classrooms from original SoA have become a single, additional multi-skills workshop



2.4 Spatial adjacencies - Construction: Plumbing / Renewables

Briefing Notes

- Training bays for plumbing - sized to awarding body requirements
- Dust control and extraction - canopy extraction preferred
- Materials in, waste/recycling out - storage areas
- Wash station/ clean up in workshops
- Drainage connection needed to the plumbing training/ assessment bays
- 1 x classroom to form 'baseroom' for course
- Original workshop allocations have been divided into specific spaces based on stakeholder engagement, and is reflected in these diagrams

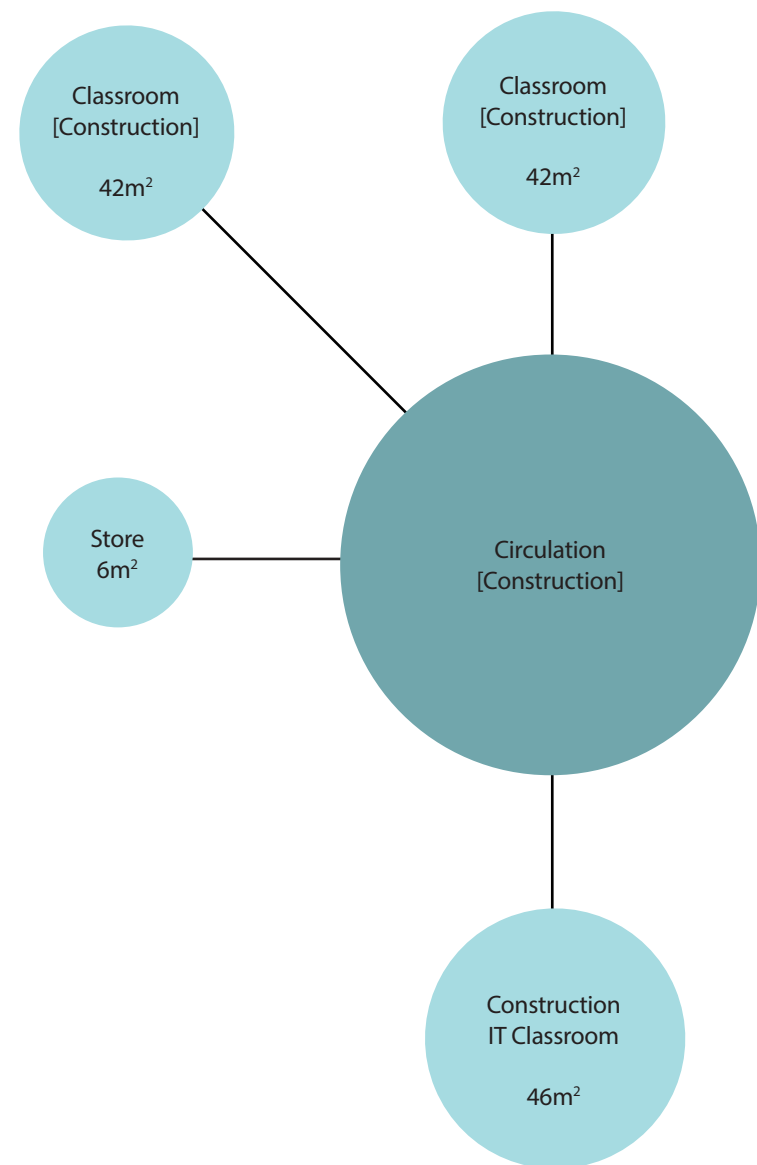


2.4 Spatial adjacencies - Construction: Electrical & Civil Engineering

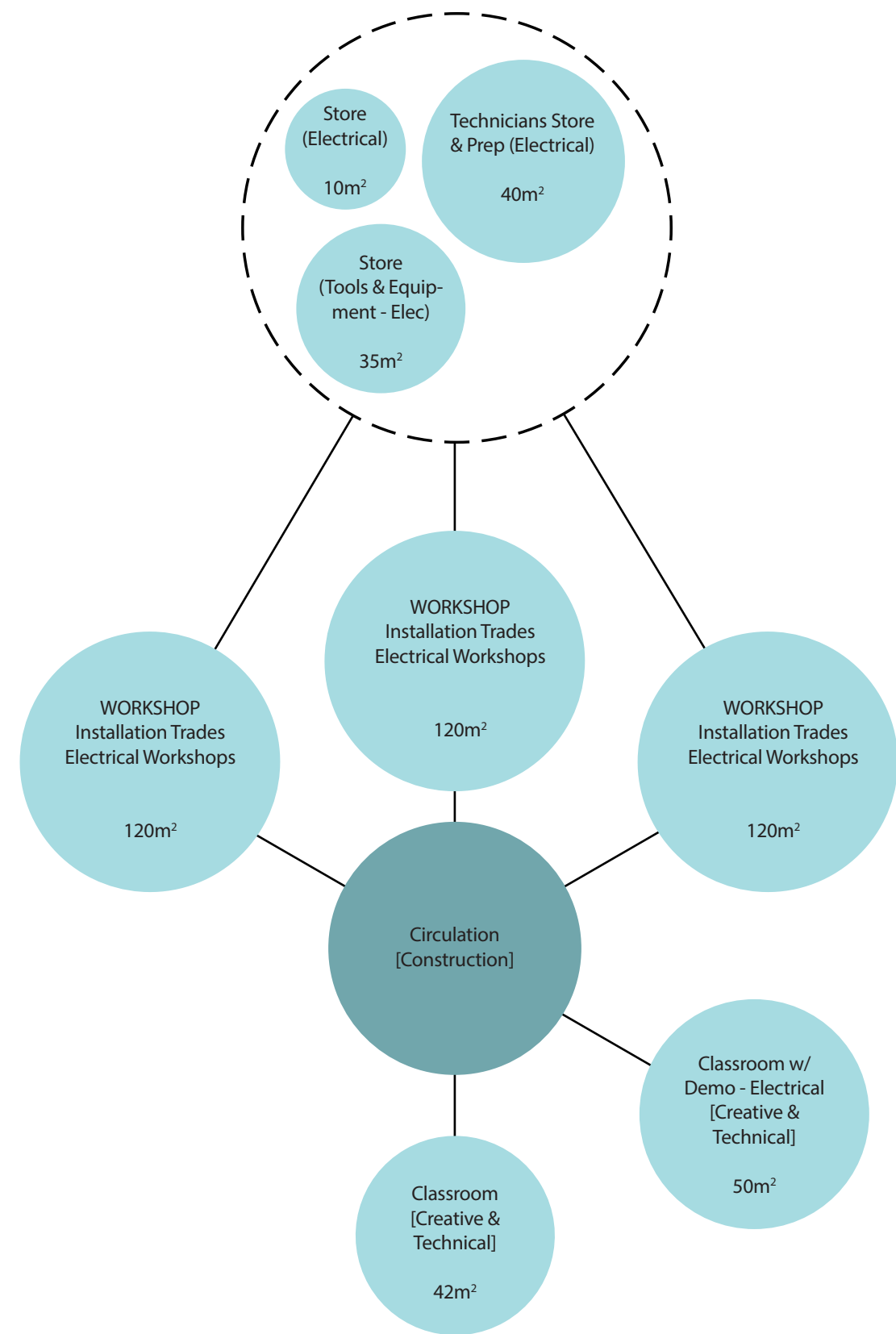
Briefing Notes

- Training bays for electrical - sized to awarding body requirements
- Extraction required
- Materials in, waste/recycling out - storage areas
- Wash station/ clean up
- 1 x classroom to form 'baseroom' for course
- Civil Engineering is taught in classrooms/IT rooms, not workshops

Civil Engineering



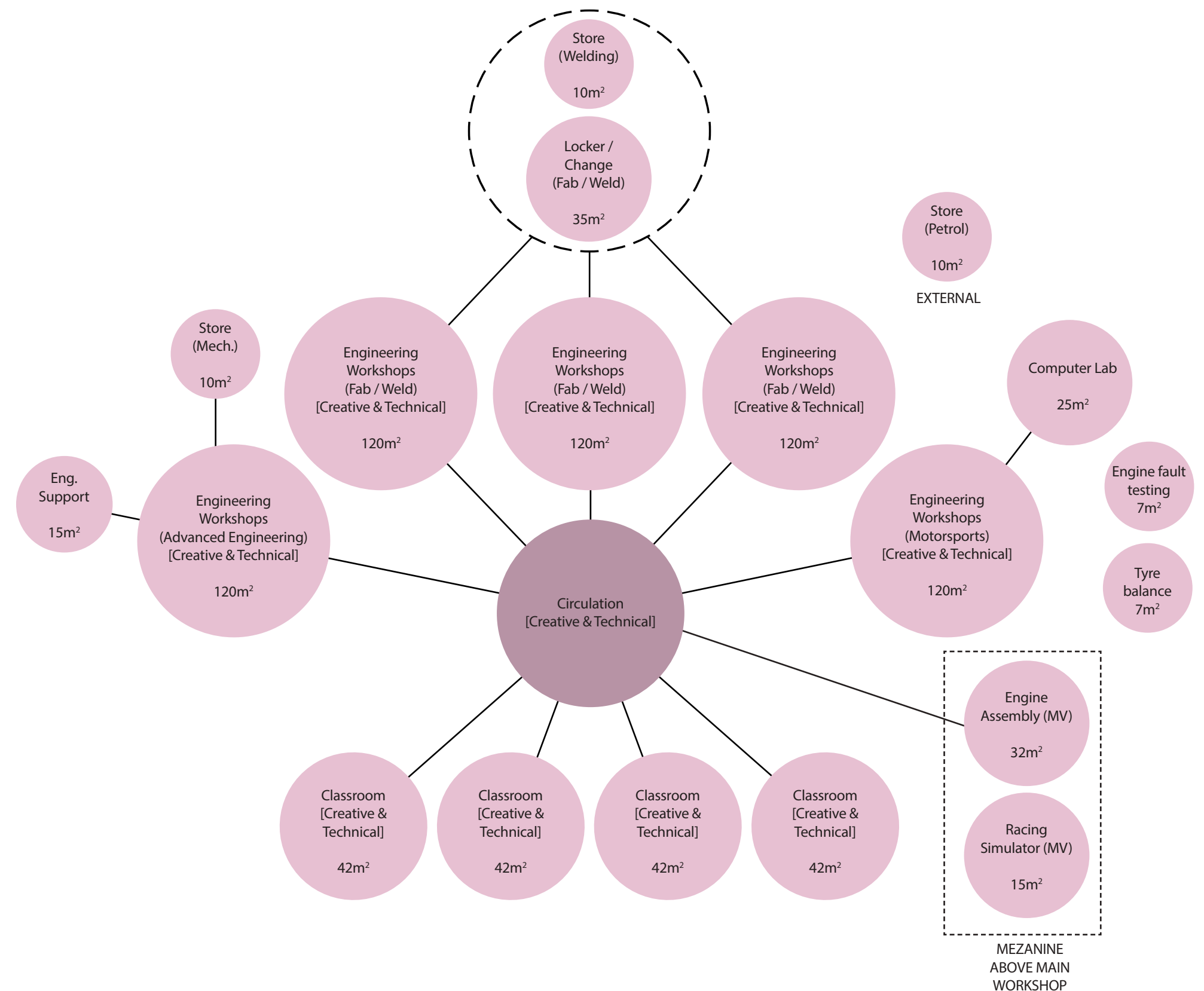
Electrical



2.4 Spatial adjacencies - Creative & Technical: Engineering Fab / Weld & Motorsports

Briefing Notes

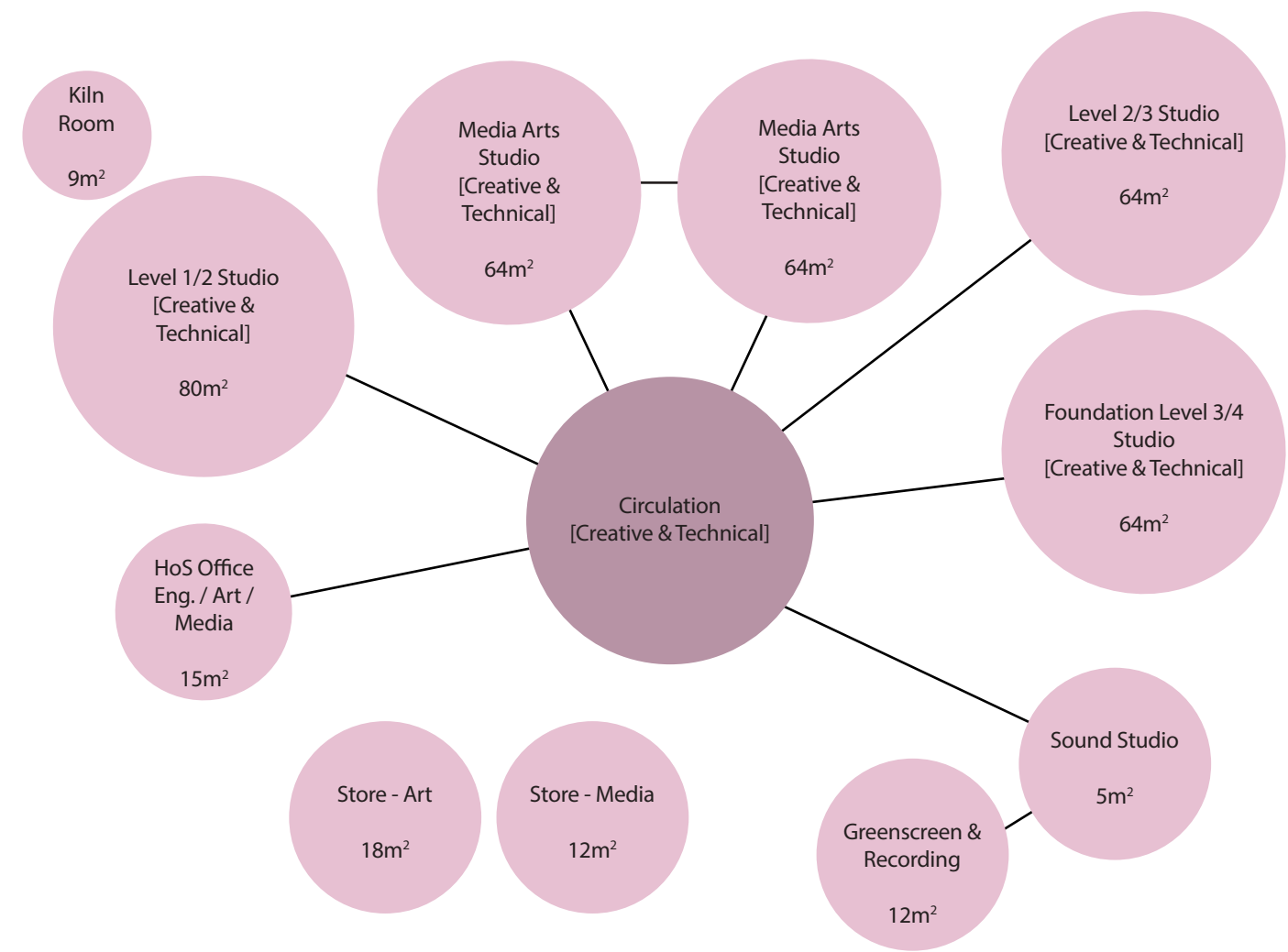
- Ground floor location essential
- Noise control
- Extraction required
- Materials in, waste/recycling out - storage areas
- Wash station/ clean up
- Welding bays
- Changing/lockers areas - generally preferred to be separated out for each of the different workshop areas, with passive supervision. Changing for boots/overalls.
- Preference to connect/adjacent FabWeld with Advanced Engineering.
- Advanced Manufacturing to include Additive manufacturing (3D printing).
- Motorsports - 2/3 x car lifts, roller shutter door to take sports car to events/races via van+trailer (once a week at most)
- Petrol store - external
- Motorsports - separate secure racing simulator space with display screens for viewing/monitoring
- Motorsports - engine assembly space, engine fault testing area, tyre balancing area required



2.4 Spatial adjacencies - Creative & Technical: Art

Briefing Notes

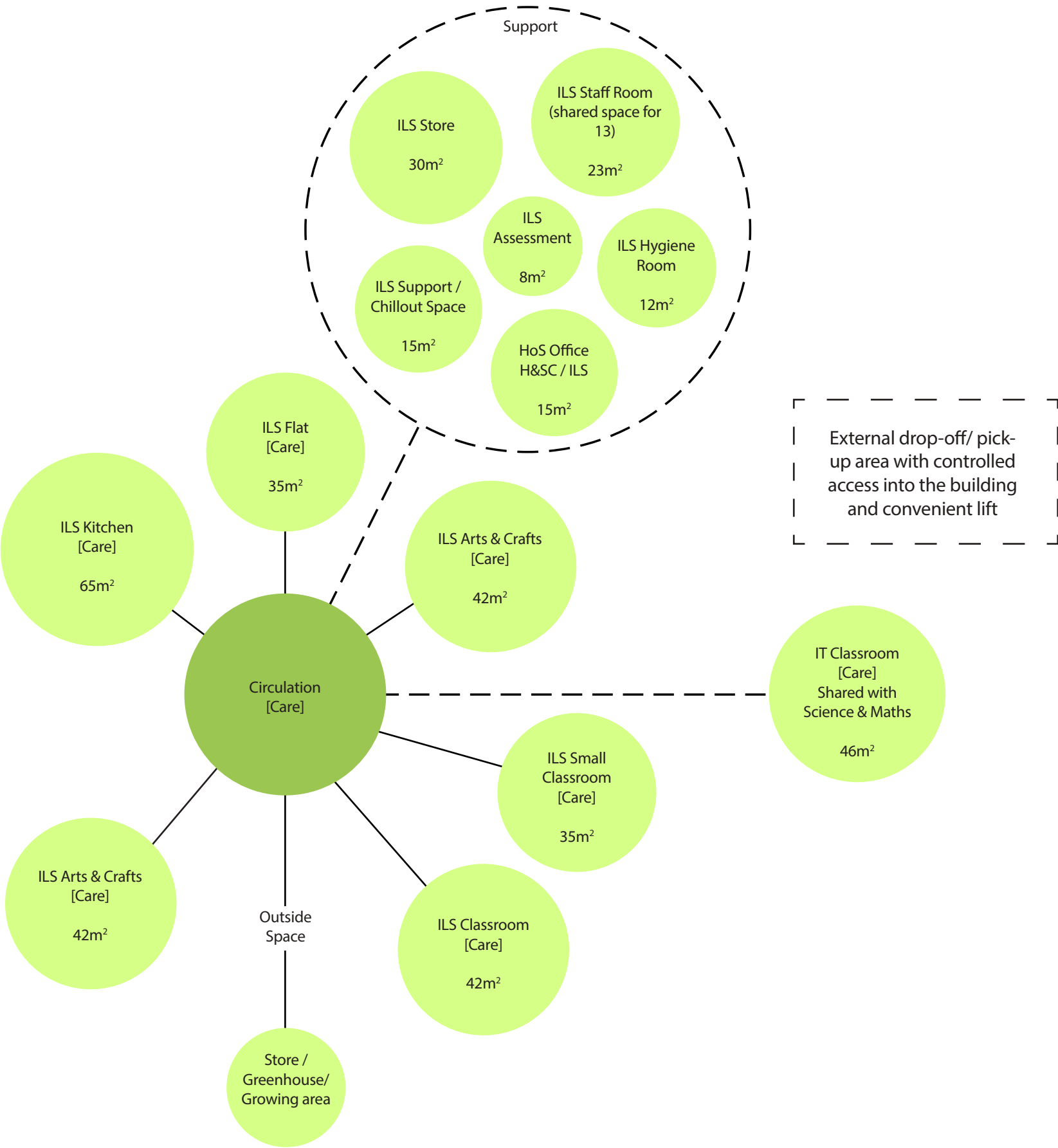
- Media arts studio spaces for digital editing, animation - combined into one large semi-flexible space
- Flexible studio spaces, sizes derived from need and splitting up of original SoA studio sizes (3 from 2)
- Greenscreen and recording room
- Daylight - north light preferred
- Space for display - in circulation areas?
- Life drawing classes - privacy needed
- Kiln - small electric kiln
- Materials in, waste/recycling out - storage areas
- Wash station/ clean up in art studios
- Note - previously allocated 'classroom' spaces have been distributed into the wider studio and greenscreen spaces



2.4 Spatial adjacencies - Care: Independent Living Services

Briefing Notes

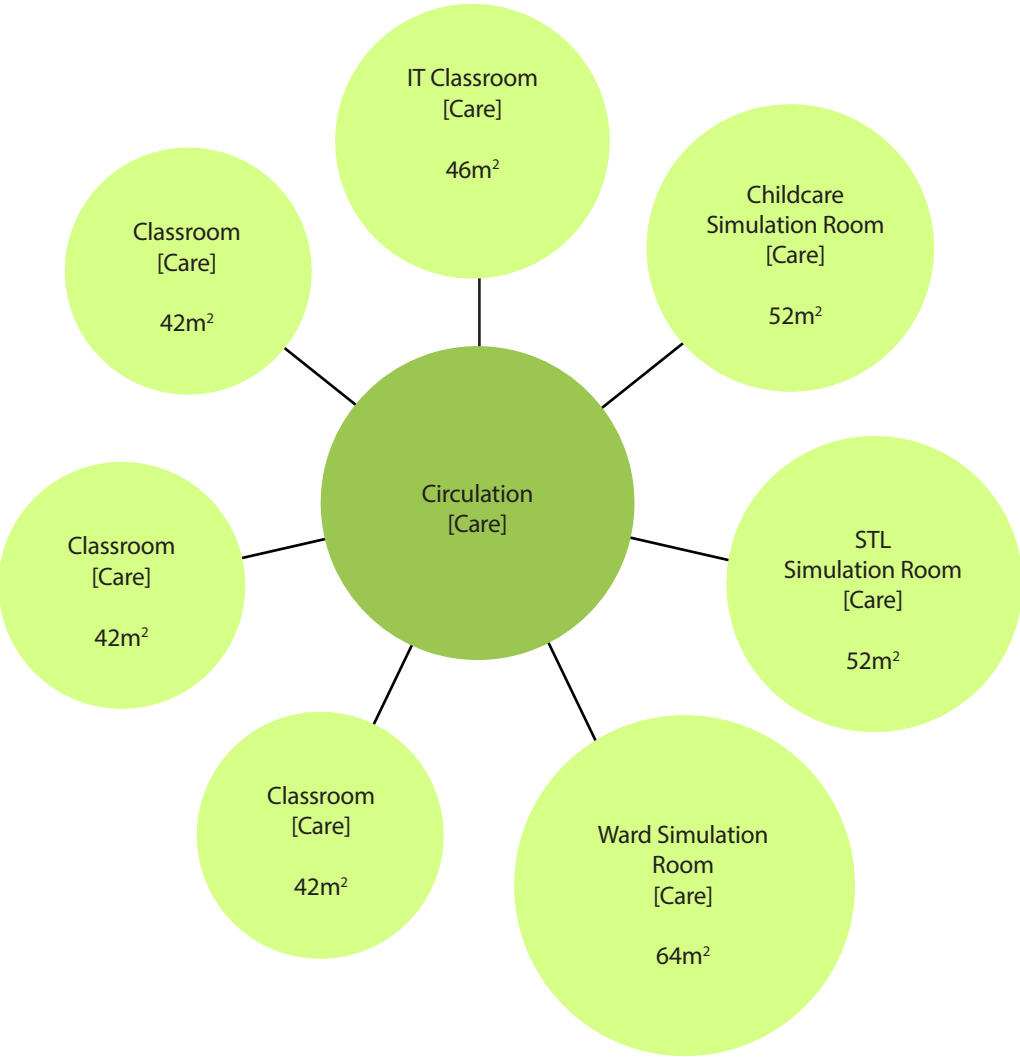
- Access to outdoor space important. This should be outdoor learning space for ILS (not shared social use).
- Preference for ILS to be visible and accessible within the building - strongest preference is to NOT be on the top floor and 'hidden' away. This takes priority over any requirement to be immediately adjacent to the outdoor space.
- ILS Kitchen to include 5 x hobs/combi ovens, stainless steel surfaces, 2 x dish sinks and 1 x hand wash. (12 learners plus support staff).
- ILS flat to match same space in TLZ, room 3.43
Strong link between ILS and ESOL.
- Generally 2 or 3 learners in wheelchairs each year. Include rise and fall fittings within learning spaces.
- Note - pop-up shop omitted from scheme through RIBA 3 Engagement



2.4 Spatial adjacencies - Care: Science / Health & Social Care

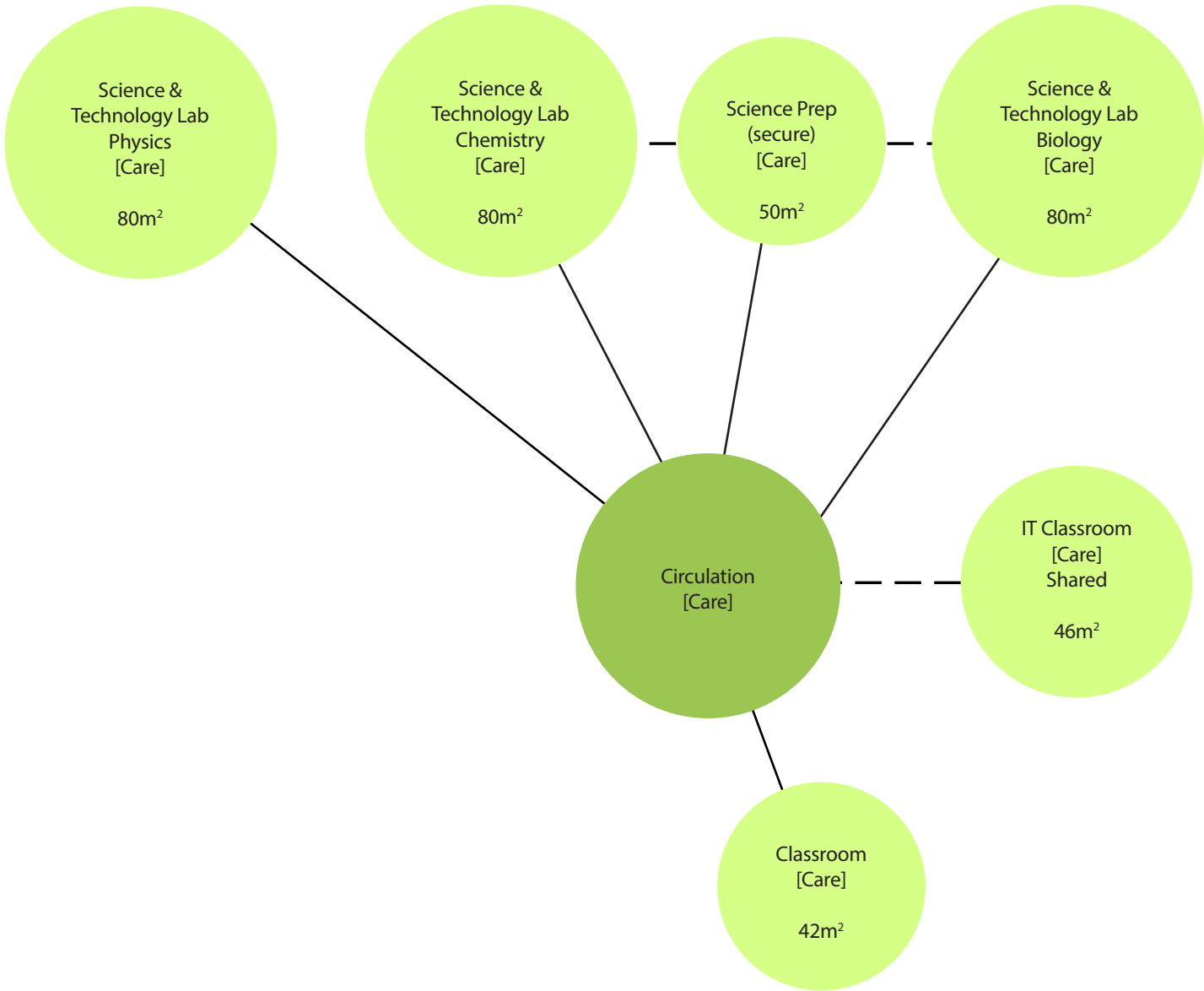
Briefing Notes - Health & Social Care

- Three specialist simulation spaces for Childcare, Health and Social Care and STL (Support teacher learning).
- General classrooms, one of which to be Health & Social Score base room.



Briefing Notes - Science

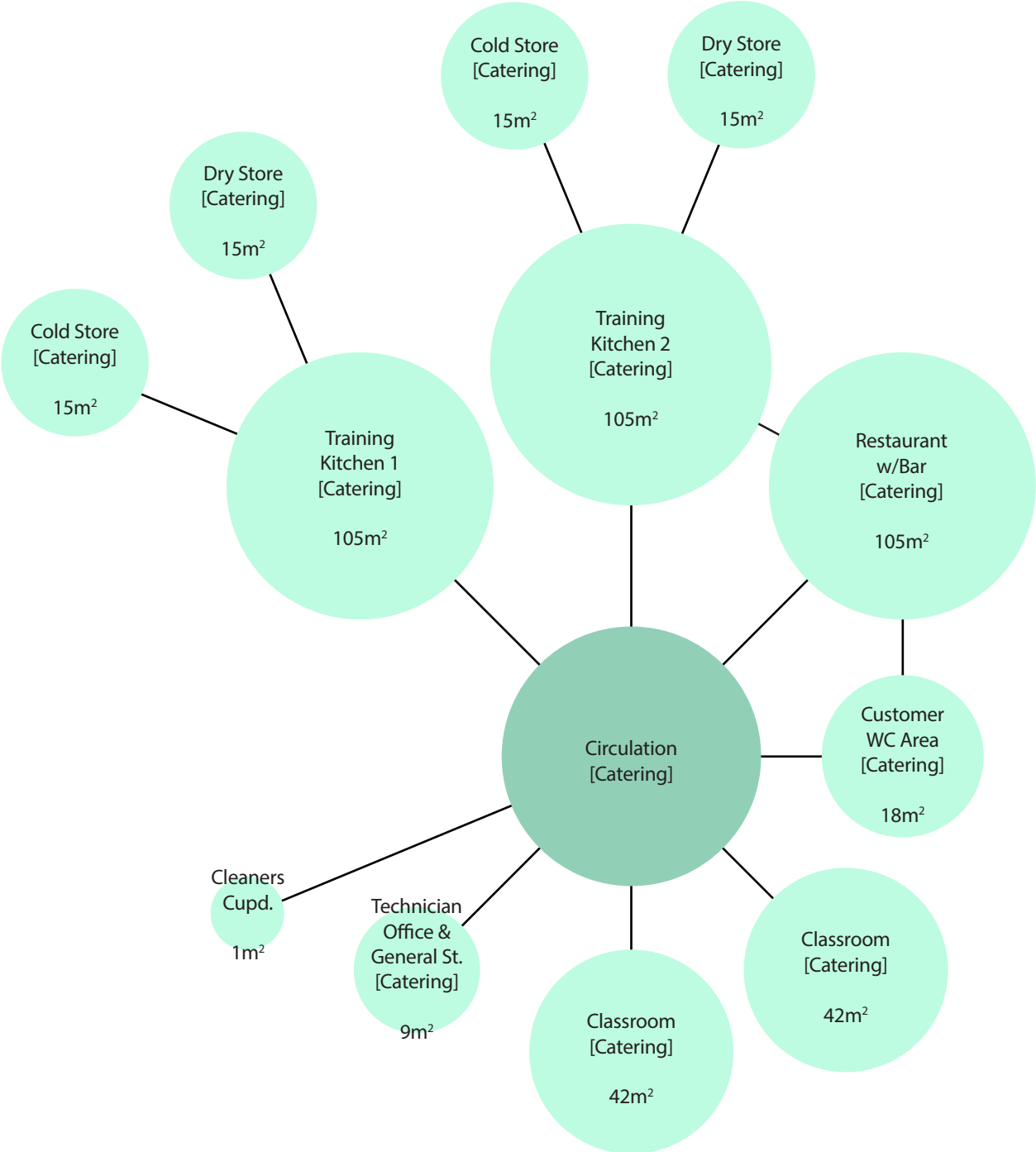
- Large labs for physics, biology and chemistry.
- Gas supply needed to Chemistry and Biology labs.
- Secure prep room to sit between/adjacent to chemistry and biology labs.
- 1 x vented fume cupboard in prep room.



2.4 Spatial adjacencies - Services to People: Catering

Briefing Notes

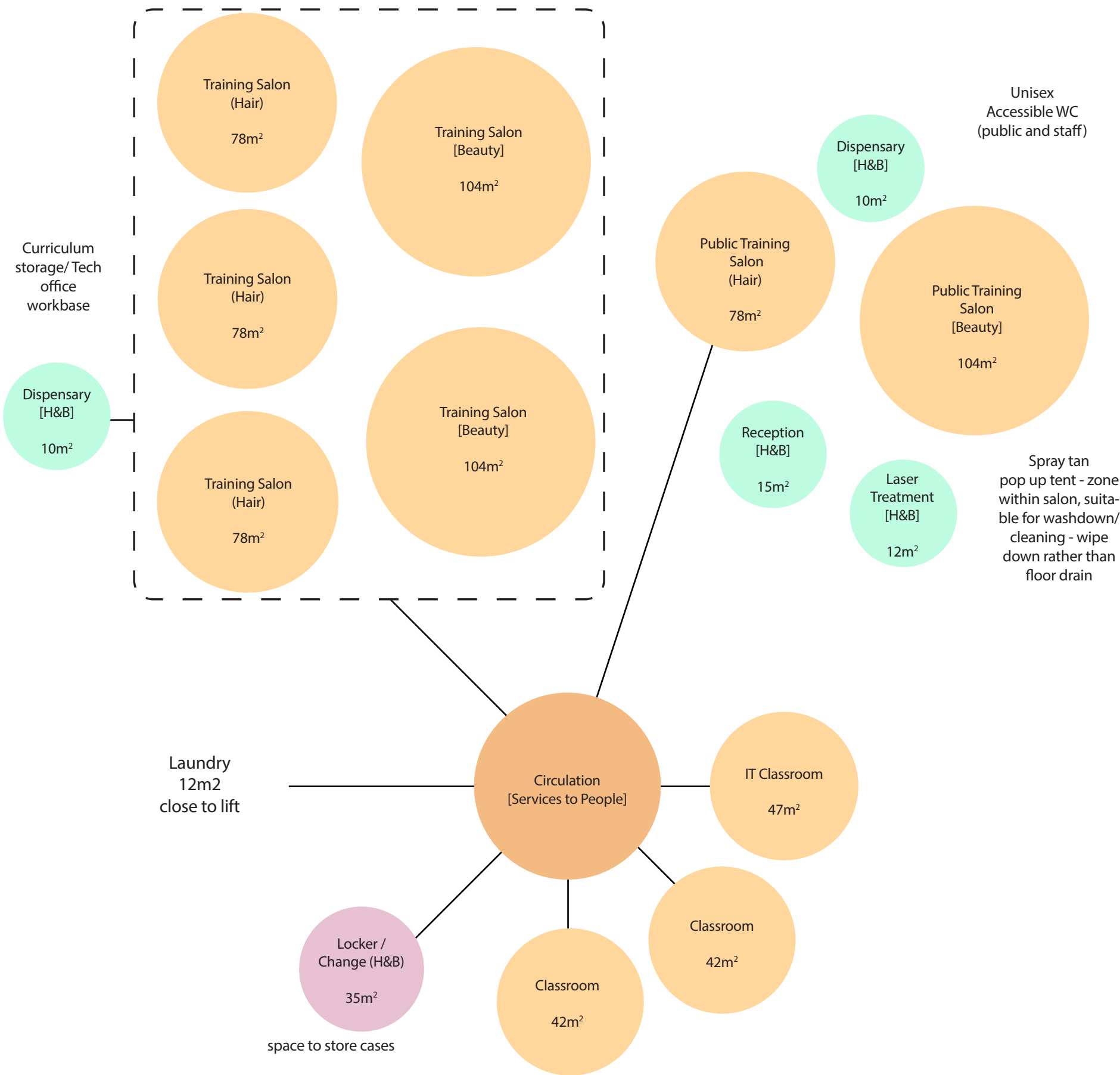
- Training Restaurant to offer different food to what the refectory would serve - 2/3 course high standard/ set menu's to meet curriculum requirement.
- Training kitchen is used for different activity to the production kitchen/ restaurant. It is used more for making smaller portions, testing, honing skills etc.
- Kitchen security - knives are kept in locked cabinets. The doors between restaurant and kitchen cannot be access controlled - need to be free access to move between.
- 3 classes per day, generate food waste, approx. 50-70L per class. Consider smells from food deliveries and waste. Eg fresh fish. Waste removal will need to be managed - moving through building and into service yard refuse area.



2.4 Spatial adjacencies - Services to People: Hair & Beauty

Briefing Notes

- Public accessible salons to be at ground floor, accessed via reception from the main building entrance foyer space.
- Laser treatment room to be 'black box' - no windows - locate in-board, adjacent public salons.
- Spray tent booth to go in a zone within the public beauty salon, with appropriate finishes for wipedown/cleaning - no floor drain needed.
- 1 x accessible wc to be located in the public salon area for public and staff.
- 1 x dispensary space at ground, about 10m2. The other at first floor, about 10m2. Access via doors
- Teaching salons ok at first floor, with stair/circulation convenient nearby.
- Access control required to ensure public cannot bypass the secure line into the rest of the building.
- Laundry will have 3 x commercial washers and driers. Circa 12sqm area. Secondary laundry located on 3rd floor
- Locker/change area - ensure adequate lockers to store the student cases they use.
- Some curriculum storage to be located nearby - double as a work base for H&B technician
- Head of School office- locate near to either H&B or ESOL spaces, don't mind which.
- Ideally ESOL would not be too remote from H&B, but ok if it is on different floor levels.
- Classrooms - the building overall will accommodate a number of general use standard classrooms and IT classrooms. Some of this provision will be conveniently located near to the different courses to act as 'base rooms' for those courses.



2.5 Strategies - WC Provision

Sanitary provision has been calculated using both BB98 and BS6465, against the occupancy numbers as defined in the SSB. Toilet areas are provided on all floors of the proposed building, conveniently accessed from the primary circulation routes. As per client requirements defined in the brief and through engagement, the toilets are arranged as follows;

- Enclosed wc cubicles with shared handwash area, separated by gender
- Gender-neutral enclosed self-contained wc cubicles including wash hand basin
- Gender neutral accessible wc compartments

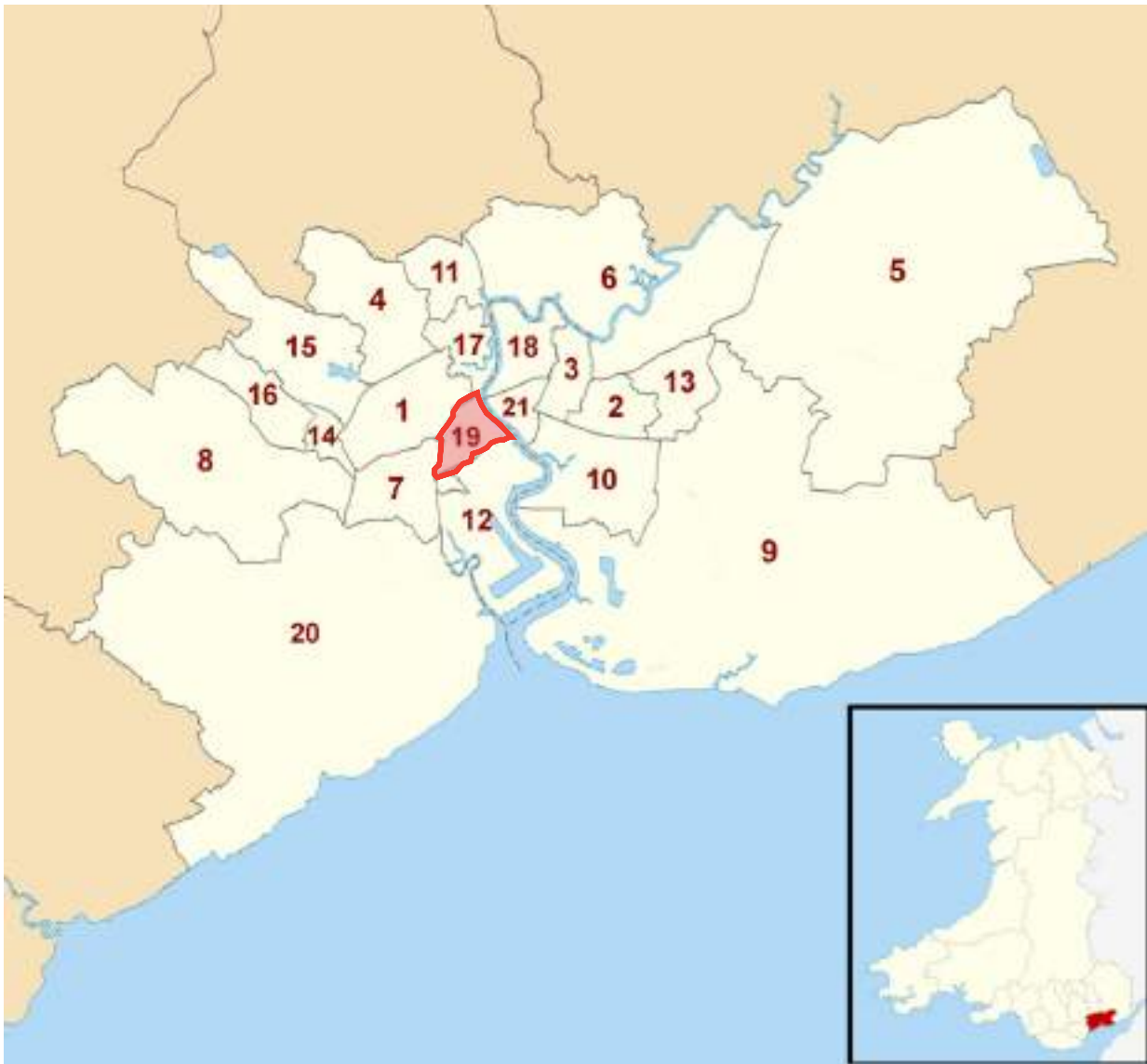
	Occupants	WCs	Wash hand basins	Showers	Notes
Total Number of students (FTE per day)	2184				
Requirement of 1 per 20 pupils		109	73		If whole student cohort measured with this ratio. Assume 50/50 split male/female
					The preferred arrangements for toilet accommodation is a combination of full height laminate cubicles separated by gender using shared handwash facilities and gender neutral cubicles constructed in insulated stud/drywall systems with individual handwash facilities.
Cubicles with shared handwash		70	47		
Gender neutral cubicles with individual handwash		27	27		
					For self contained wcs with basins, provision should be increased by 25% - 1 additional wc per 4 self contained - say 27 of the 97 are gender neutral cubicles, Increase 25% = 34 gender neutral wc's. Total 104 wc's approx.
Gender neutral cubicles with individual handwash increase 25%		34	34		
STUDENTS TOTAL	2184	104	80		
Total Number of staff (FTE)	245				
Requirement of 1 per every 10 FTE staff member		25	25		No specific staff toilets required - as per site specific brief using BB98 guidelines
OR					
Requirement of 8 for first 100 staff then 1 per 25		14	14		using BS 6465-1 6.4 and Table 3 - note, no requirement to increase provision for self contained wc's
Catering staff					Ensure staff WCs provided in kitchen areas - calculated using BS6465-1 6.4 and table 3 as per staff workplace requirements
Shower facilities for cyclists; one shower per 100 staff				2	2no. Unisex showers TBC
STAFF TOTAL		14	14	2	USING BS6465 - TO BE AGREED
Restaurants and other areas where seating is provided for eating & drinking - Training Restaurant	40				
BS6465-1-2006 A2009 - 6.11 - Table 10		2	2		TBC - assume both unisex, 1 accessible
RESTAURANT TOTAL		2	2		
Relevant Section	Approved Document M - Section 5.10 (Accessible WCs within travel distance of 40m) BS 6465-1-2006 A2009 - 7.2 - Toilets for disabled people - Provision of an accessible toilet can count towards the total WC provision				
Unisex Accessible WC		12	12	2	estimate 12 total at 2 per floor - Counts towards staff/student totals
Changing places facility		1	1	1	Note - NPR included for Hygiene Room, not a full Changing Places facility.
Male and Female Wudu serving Multifaith prayer room					As per SOA.
TOTAL NO. OF SANITARY ITEMS:		120	96	2	
		WCs	Wash hand basins	Showers	

3.0

Site Analysis

3.1 Site Location and Context

The site is located in Newport, South Wales, in the Stow Hill Ward as identified here, which runs along the River Usk and into the city centre. This puts it in a well-connected part of the UK, with motorway and railway connections to the rest of UK on its doorstep.



3.1 Site Location and Context

The site sits where the recently demolished Newport Leisure Centre once stood, a landmark that, for many years, served as a focal point for the city's community and recreational life. This strategic location, situated within the heart of Newport, presents a unique opportunity to revitalize an area ripe for regeneration and enhance educational provision within the city, contributing to the city's ongoing transformation. Located only a short walk from the bus station, and from Newport train station, the site has excellent public transport links, both locally and nationally given the South Wales Main line running through the train station.

The surrounding urban fabric, characterized by a mix of commercial and residential properties, including the historic city centre and the evolving riverfront development, necessitates a design approach that is both sensitive to its context and forward-thinking in its ambition. The close proximity too, to the adjacent USW Newport Campus building, is an important consideration and should compliment this to create a vibrant educational quarter in Newport city centre.

The site sits close to a number of heritage assets in the city, including the Lower Docks Conservation Area, Great Central Hall, and near to the Riverfront Theatre, where the fifteenth century Medeival ship was discovered during its construction. It is also directly adjacent the recently completed Friars Walk shopping centre, and the associated urban realm upgrades, and across the road from the new leisure centre which has recently begun construction.

All this highlights the significance of this project, its location, and how this will tie into the multitude of aspects around Newport city centre.



Site Analysis

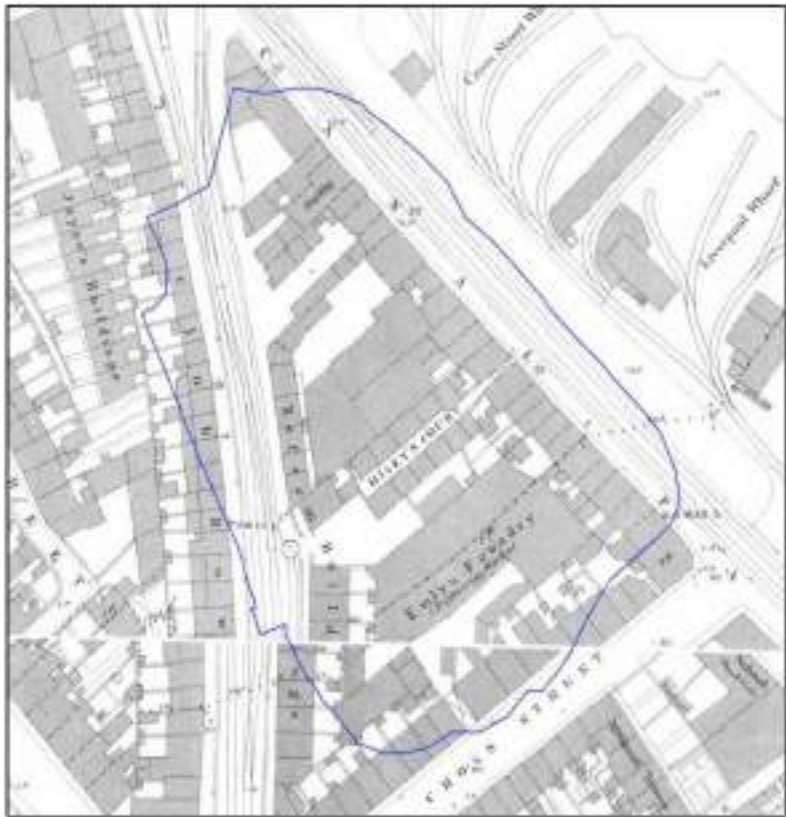
3.2 Site History

The proposed development is located in Kingsway, Newport, Wales, NP20 1UH, within a predominantly commercial and residential area. It was formerly occupied by the Newport Centre Building, a multi-purpose leisure centre that includes a main hall that was historically used for conferences and live music events. It included a swimming pool. The building has now been demolished and the site partly remediated and left as Brownfield for future development.

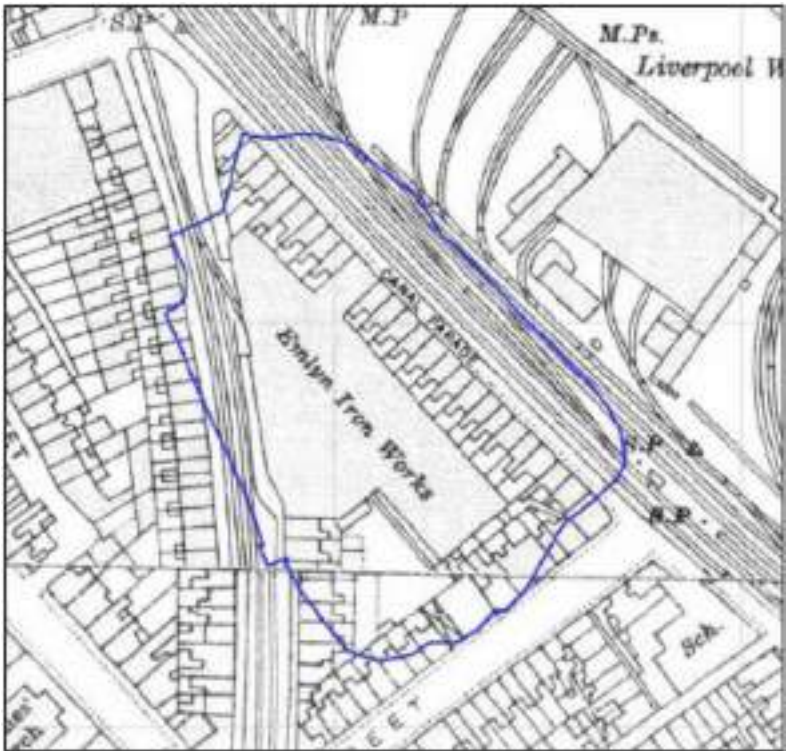
As part of the initial site assessment, desk based assessments were carried out to understand the site history, including;
Cundall - Site Review Report - 1016748-RPT-2024-001
HSP - PHASE I GEO-ENVIRONMENTAL DESK STUDY REPORT
- HSP2022-C3997-G-GPI-878

These reports included historical mapping and aerial photography for the site, with the earliest records dating from 1883-84. The site has had a history of commercial and industrial development (including a foundry, iron works, rail sidings and warehousing) from first development of this part of Newport in the earth 19th Century. In 1799 the Monmouthshire Canal was reported as having opened along the line of what is now Usk Way and may have run along the eastern boundary of the subject site. By the 1880s, the site is characterised by residential and industrial development until development of the Emlyn Iron Works by circa 1902. Terraced houses ran along the edge of the site facing Usk Way and Cross Street (now called Emlyn Street). Railway sidings appear to have run up Kingsway which ran along the eastern part of the proposed site, connecting to Usk Way at the north of the site. This alignment is still seen on the site, between the demolished Leisure Centre and the Kingsway car park. With removal of the sidings, the Kingsway road ran along this same route until it was stopped up.

By the late 1970s, all buildings, railway sidings and roads have been demolished and the site appears to have remained vacant until construction of Newport Leisure Centre and an Electricity Substation in 1985, with very little further development having taken place up to the present day. The historic housing along Emlyn Street to the south now forms part of a protected conservation area.



1883-84



1920-21



1954-55



1987

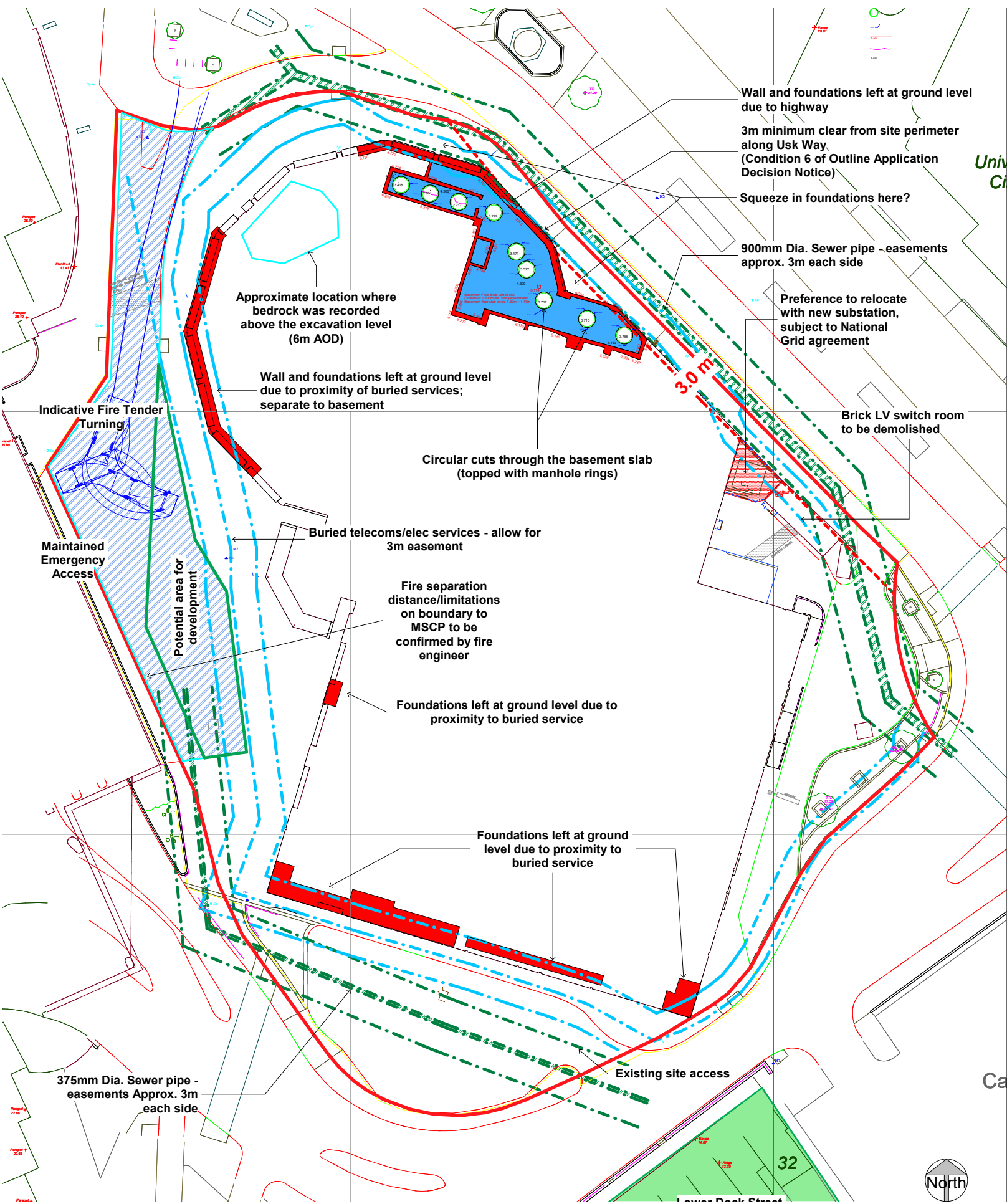
3.3 Site Constraints

Initial assessments of the existing site constraints allowed us to identify a number of potential aspects that should be considered at this early stage when establishing the likely building footprint and overall massing. Through consultation with other design team members, we have begun to ascertain which of the constraints present the most risk, and which may have some flexibility as further investigative work is undertaken.

The drawing here demonstrates the main identified constraints, which include:

- Existing foundations, walls and basement structural slab: all identified following the demolition of the leisure centre, these remaining elements of buried foundations and concrete slab may impact the structural solution, dependent on building form.
- Below ground services: existing services are very close to the footprint of the old leisure centre, and therefore constrict the site on all sides when an indicative easement of 3m to both sides is assumed. This also applies to two sewer pipes running along the North/East and to the West/South of the site, which have also been identified with 3m easements.
- There is a requirement to maintain emergency access to the West of the site, where an existing access road currently provides a place for fire tenders to access and turn. This area will need to be kept to service both the car park, and the new facility.
- Within the Outline Planning Application Approval, there is a condition stating a 3m buffer from the site boundary along Usk Way should be maintained.
- The existing substation and LV switch room are expected to also be demolished, subject to approval by National Grid.

Site Constraints Plan



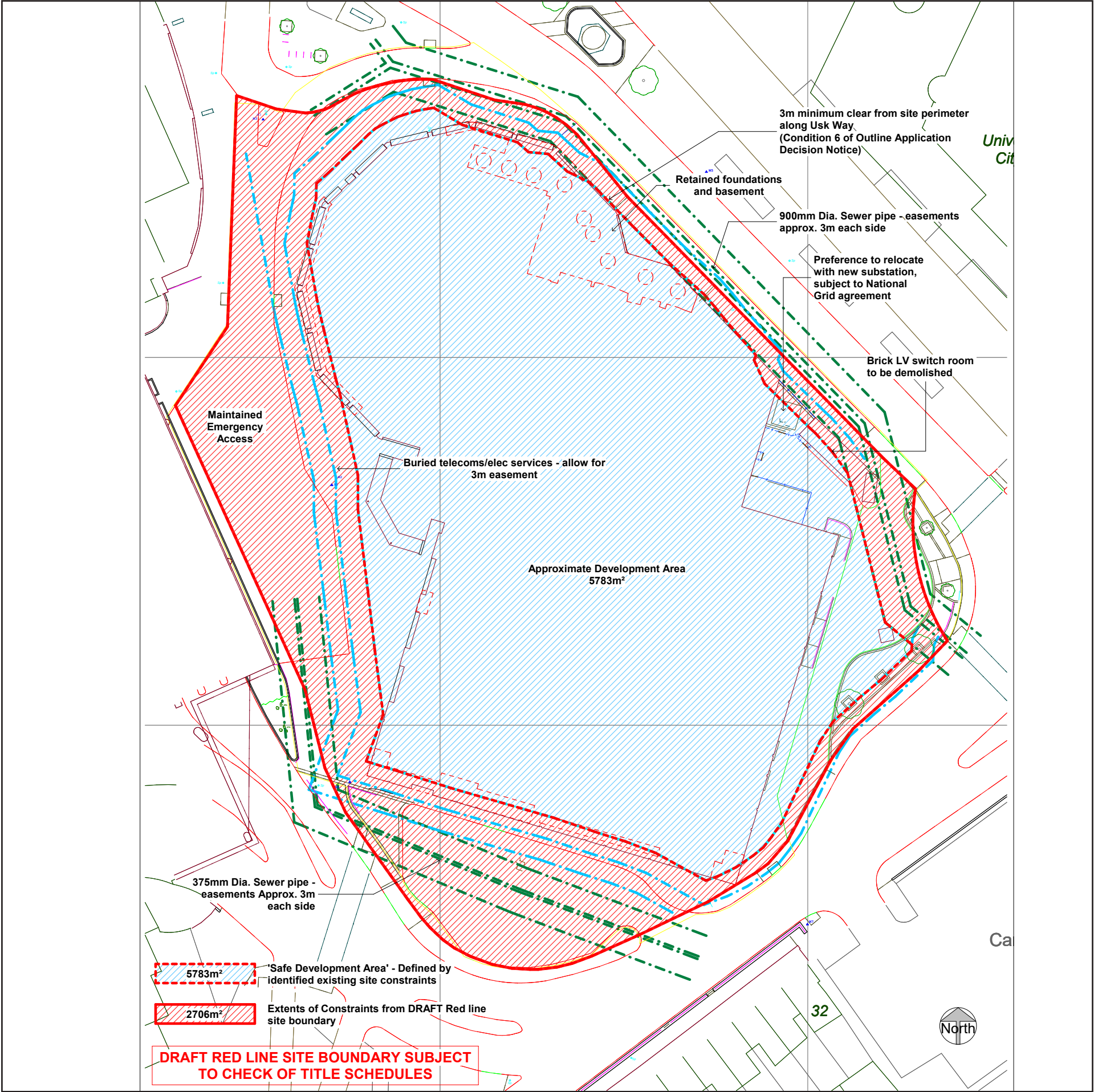
3.4 Safe Development Area

With primary constraints established, a likely 'safe development area' could be identified as in the drawing opposite. This could be seen as the 'worst case' area, dependent on discussions on easement requirements, which may free up additional area.

The blue area in the adjacent plan demonstrates this area, which is slightly larger than the footprint of the demolished leisure centre. There are still some remaining, lower risk, constraints such as the retained foundations and basements, but these are deemed to be surmountable, compared to the major services in the ground.

With around 5700m² of available area at ground floor, we can be assured that the overall GIA of 16,000m² will be achievable across a maximum of 7 stories on this site.

Safe Development Area Plan



3.5 Proposed Site

Proposed Site - Newport Knowledge Quarter



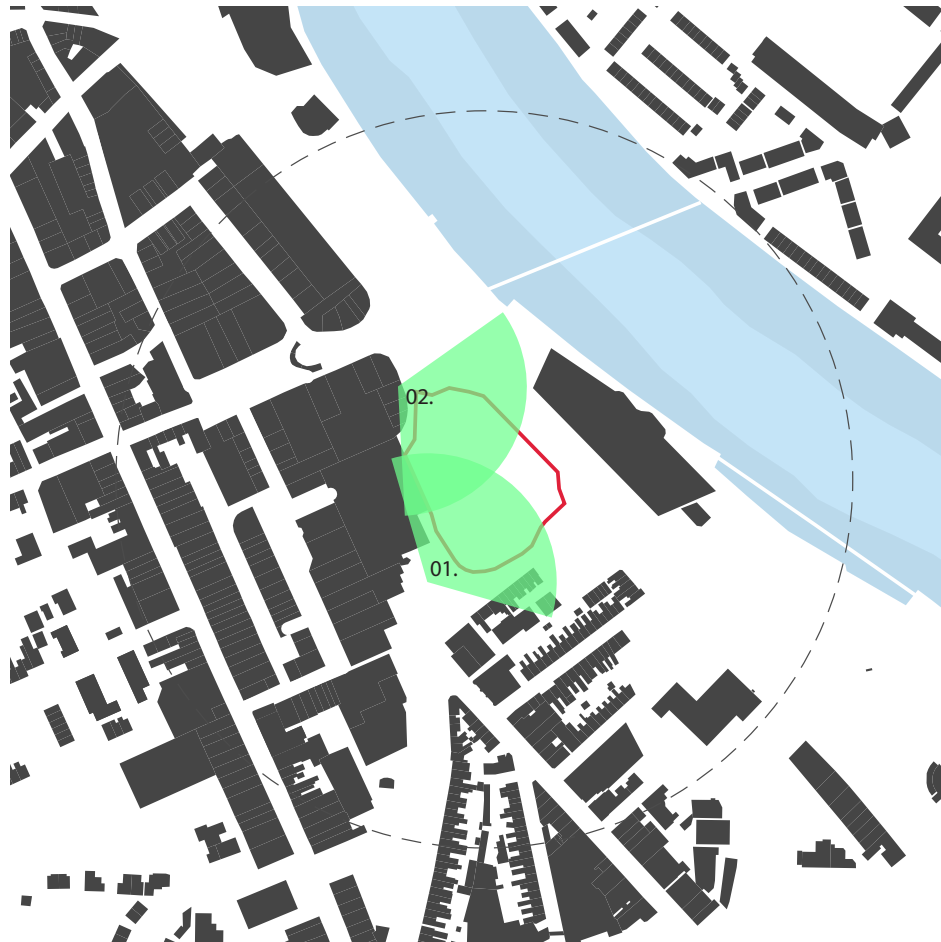
3.6 Views Towards the Site

01. Looking towards the site from the junction of Emlyn St and Kingsway, the view is framed by contrasting scales of architecture: to the left rises the eight-storey Kingsway carpark, while to the right sit rows of modest two-storey residential properties, creating a clear juxtaposition between the larger urban forms and the surrounding housing.

02. From the elevated vantage point of the Friars Walk terrace, the view reveals an area set to become a key part of the proposed public realm, forming an important link that will connect the northern and southern parts of the site and enhance movement and accessibility across the development.



01. Looking North-East towards the Site



02. Looking East towards the Site from Friars Walk Terrace

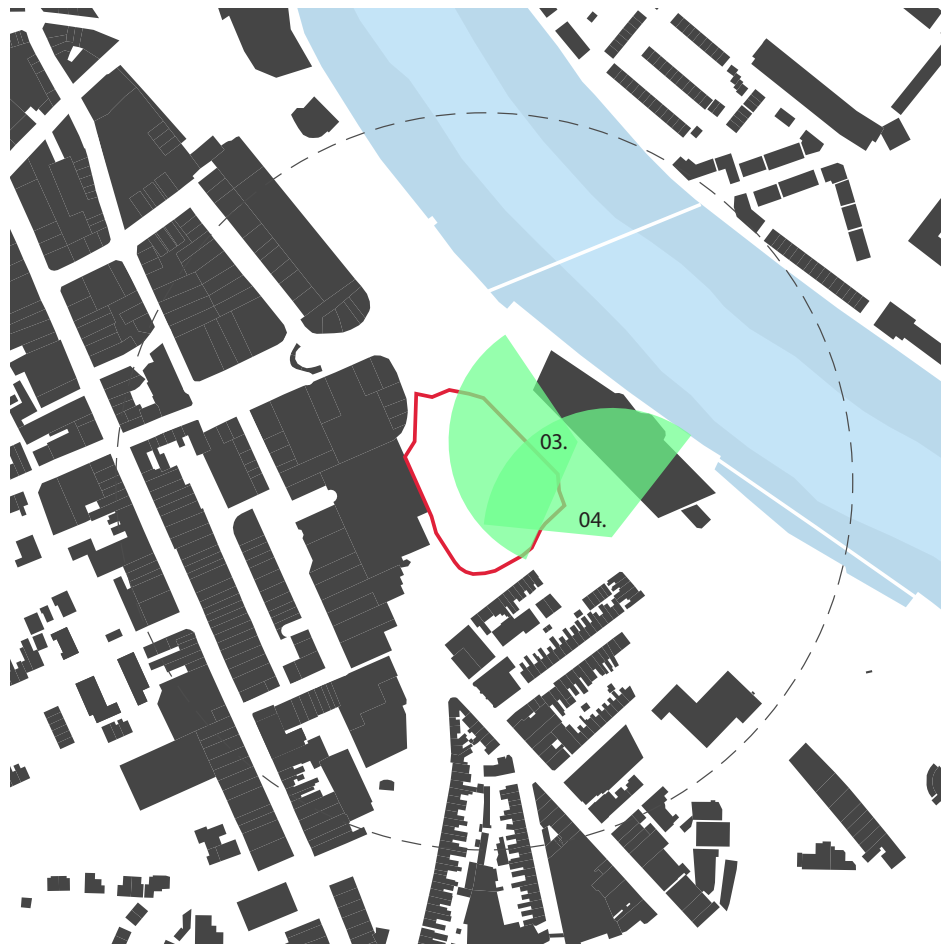
3.6 Views Towards the Site

03. Usk Way, a key road running alongside the site, is characterised by its well-defined pavements and tree-lined edges, providing both structure and greenery to this important urban route. This busy road separates the proposed development site from the riverfront.

04. Opposite the proposed site is the University of South Wales Newport Campus, a bold and striking building that stands out as a local landmark. Its modern design, characterised by its 'floating roof' sits well alongside the planned new education building, helping to create a lively and connected educational quarter within the city.



03. Looking West towards the Site



04. Looking North towards the site

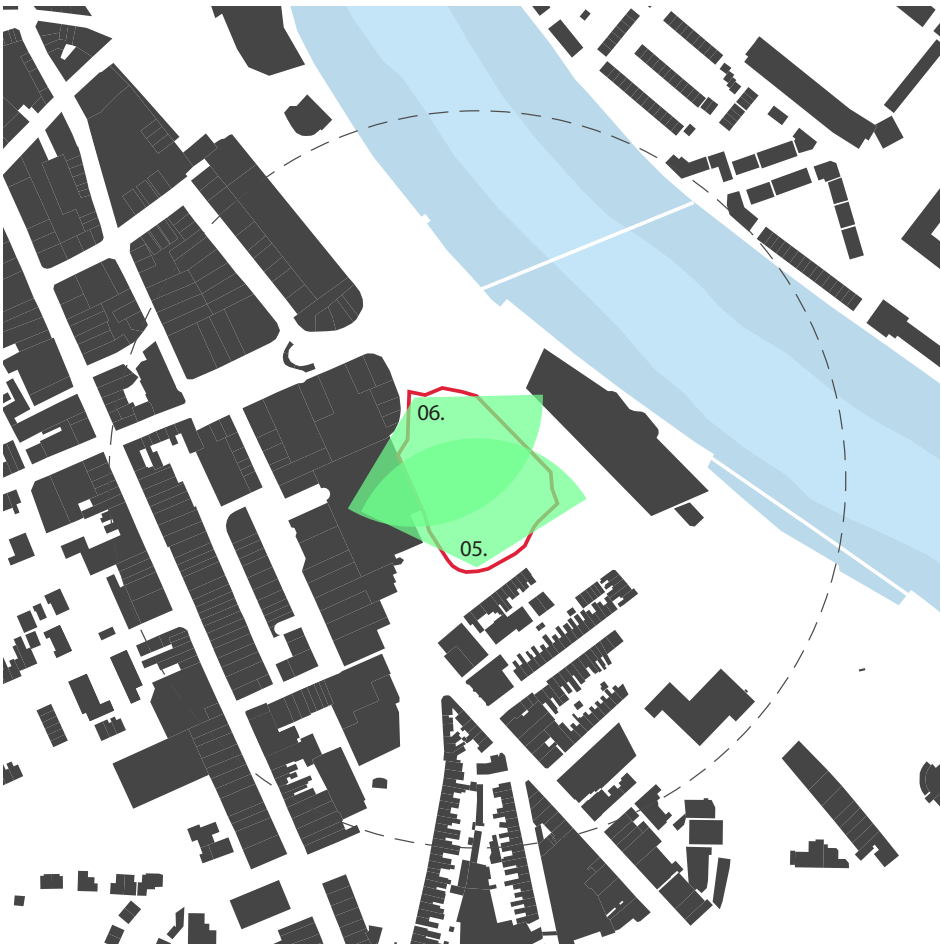
3.6 Views Within the Site

05. Looking north from within the site, the view is defined by the prominent eight-storey multistorey carpark on the left, the striking USW building on the right, and the landmark River Usk footbridge. The site is relatively flat as can be seen.

06. Looking south-east within the site, the view shows the Kingsway Carpark on the right and rows of two-storey houses running along Emlyn Street in the distance. The road in the foreground is subject to a stopping up order, and will form part of the new public realm running between the new building and the car park.



05. Looking North within the Site



06. Looking South-East within the Site

3.6 Views around the Site

07. Along Emlyn Street, a row of colourful two- and three-storey houses defines the residential character of the area. These houses will face the proposed building, having previously faced the large blank facade of the Newport Leisure Centre building.

08. From the entrance to the Emlyn Street surface car park, the view encompasses the prominent USW building at the junction of Emlyn St with Usk Way. The car park offers parking options for staff and students, alongside the nearby Kingsway Carpark.



07. Looking South-East towards Emlyn Street



08. Looking North-East towards Surface Car Park

3.6 Views around the Site

09. This route forms a key connection from Emlyn Street to the Friars Walk Shopping Centre and onward into the city centre. Temporarily hoarded from the proposed site, this will be integrated into the new public realm connection.

10. The vehicular entrance to the Kingsway Carpark is located at the southwest corner of the site.

11. The existing pedestrian crossing at the car park entrance at Emlyn Street, separated with utilitarian guard railings.

12. The Bell Carrier statue to the north of the site is an iconic landmark in the area, it commemorates the tale of Saint Gwynllyw, the fifth century patron saint of Newport. According to legend, Gwynllyw (Saint Woolos) was converted to Christianity when he was told in a dream to search for a white ox and in this place to build a church.



09. Looking North adjacent to site



10. Looking North towards Kingsway Centre Parking Vehicle Entrance



11. Looking South down Emlyn Street



12. Bell Carrier Statue

3.6 Views around the Site

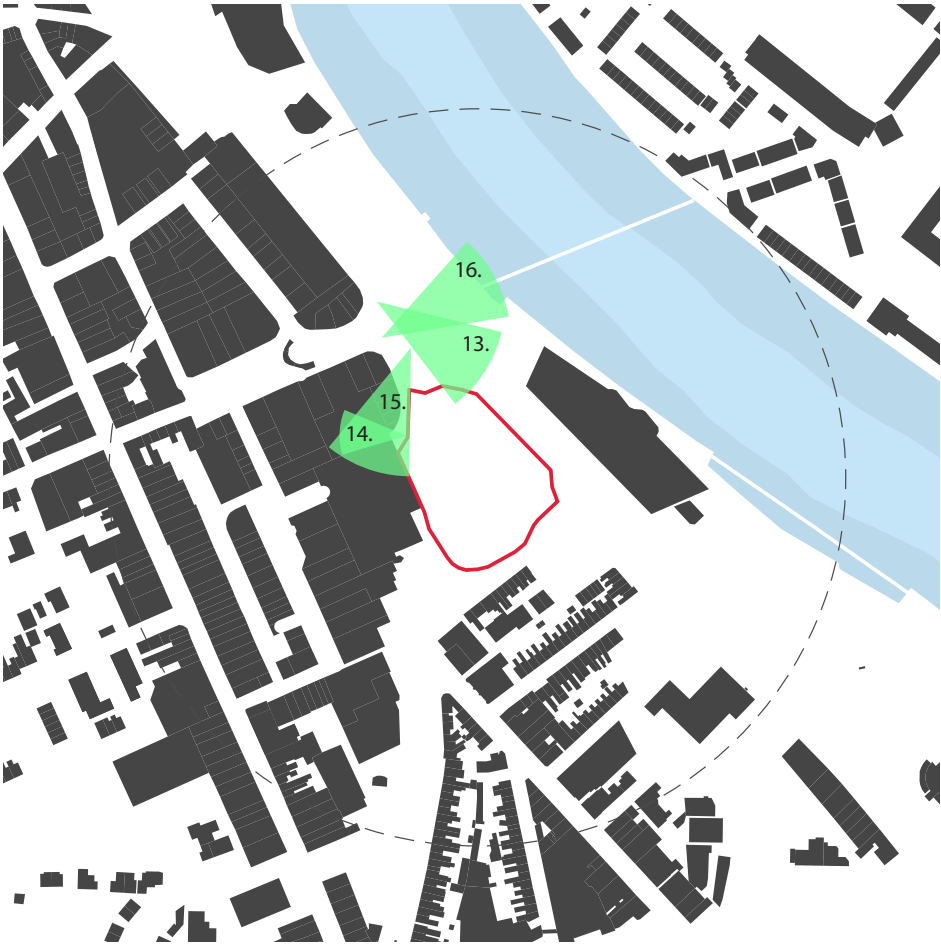
- 13. Looking southeast along Usk Way, the view showcases the entrance to the USW building, set apart from the proposed Coleg Gwent building by the road.
- 14. The car park's pedestrian entrance will open onto the new proposed urban realm, enhancing both accessibility and visibility for the public.
- 15. Restaurants and shops form a key part of the context of the site, attracting a steady flow of visitors. As part of the plans for the new urban realm, the road on the left is set to be pedestrianised, creating a vibrant space for people to walk.
- 16. The Newport City Footbridge forms the main connection between Millennium Walk and Usk Plaza, serving as a key crossing point over the River Usk. From the bridge, the view stretches across a busy residential area, while the footbridge itself is animated with pedestrians and cyclists making their way between the city's key destinations.



13. Looking South-East towards USW Newport Campus



14. Kingsway Car Park Pedestrian Entrance



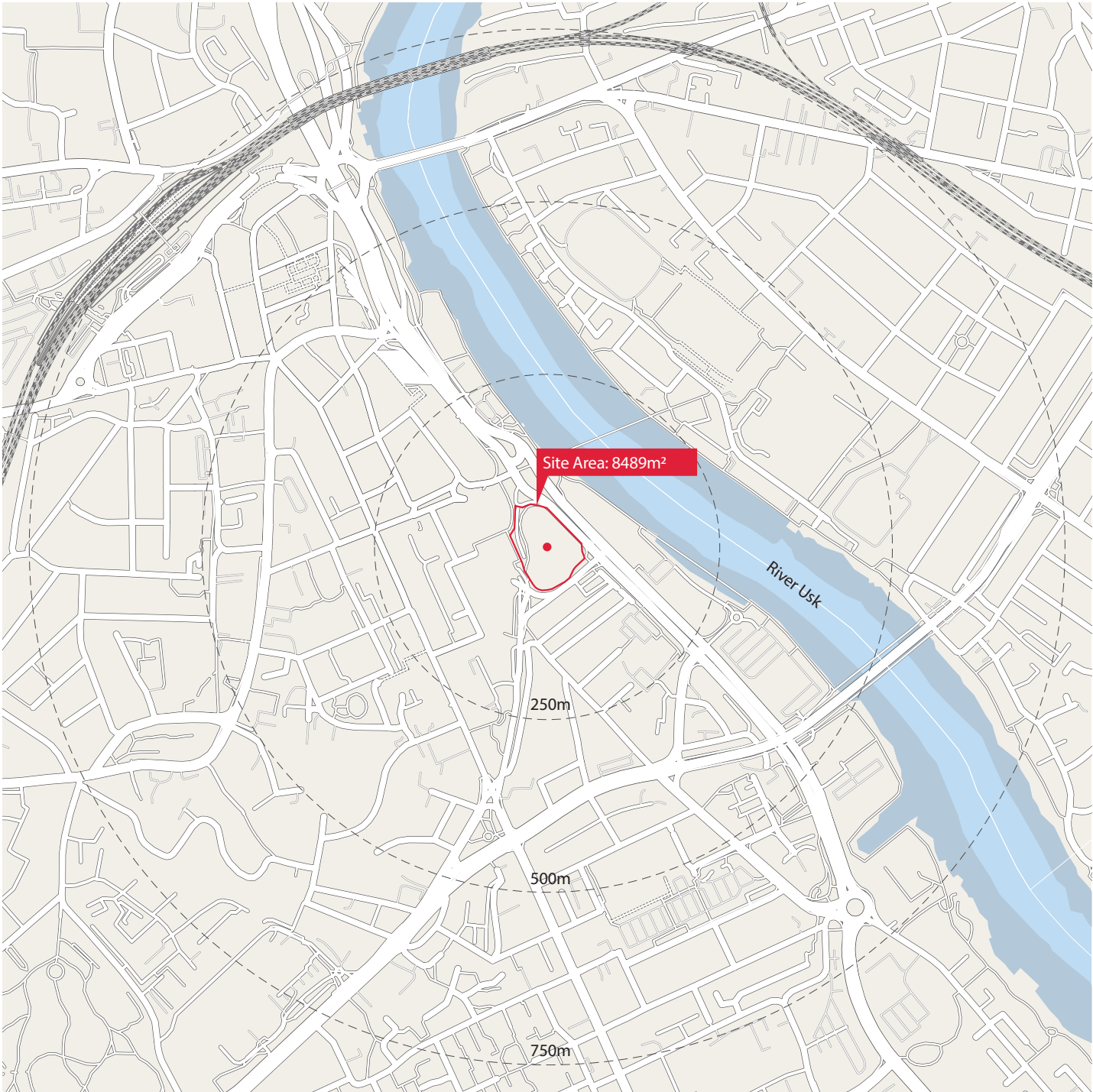
15. Looking South towards Zizzi, Friars Walk



16. Looking North-East across Newport City Footbridge

3.7 Scale and Land Use

Site Scale



Land Use



3.8 Transport

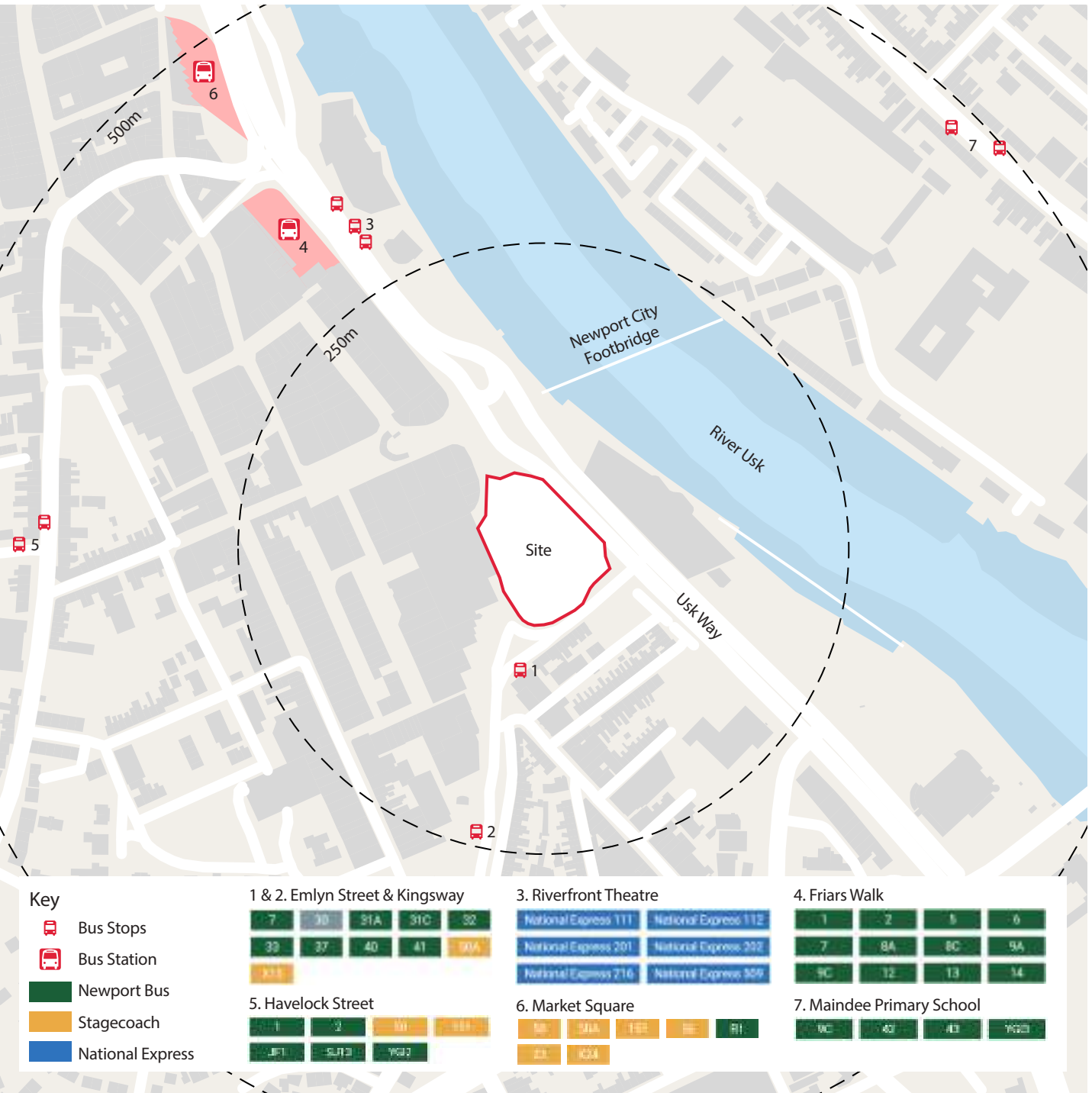
Cycle Routes

The site is well-connected to on-road cycle paths and National Cycle Network (NCN) routes. NCN Route 47, also known as the Celtic Trail Upland Route, is a scenic inland cycling route that stretches approximately 149 miles (240 km) through South Wales. The Newport section of this route is predominantly tarmac and provides a mix of urban and riverside cycling experiences.



Buses and Coaches

The site is well-served by an extensive network of bus routes, providing comprehensive coverage across the city and surrounding areas. The central hub for bus services is the Newport Central Bus Station, located less than 500m from the site. This station offers 24 bus stands across two sites: 15 stands at Friars Walk and 9 at Market Square. It serves as a terminus and interchange for numerous routes operated by Newport Bus, Stagecoach in South Wales, and Cardiff Bus. National Express coaches stop in front of the Riverfront theatre.

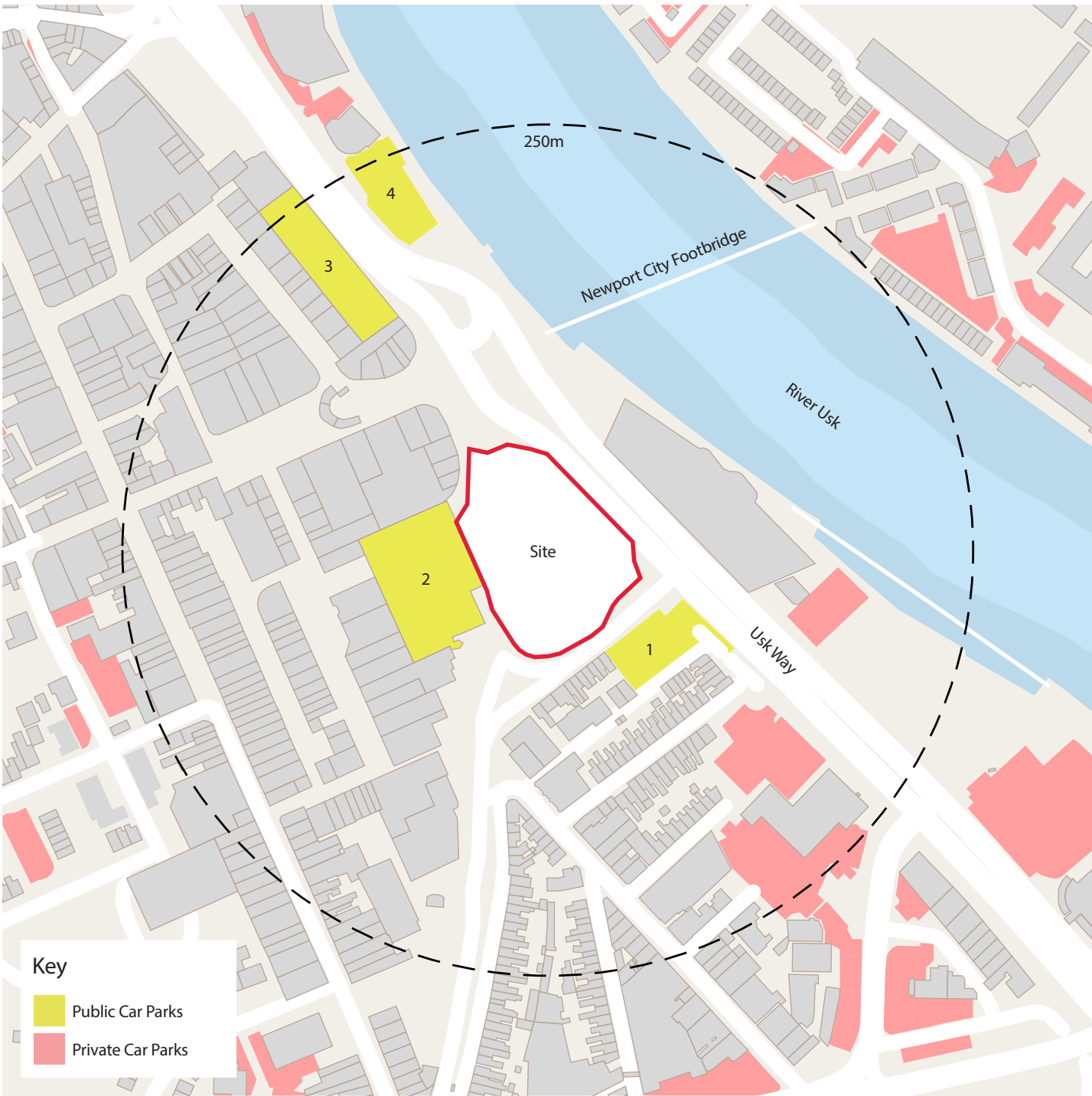


3.8 Transport

Car Parking

The site is in close proximity to several public car parks, including high capacity multi-storey car parks at Kingsway Centre and Friars Walk.

- 1. Emlyn Street Parking - Not Covered - 44 Spaces
- 2. Kingsway Centre - Multi-storey - 917 Spaces
- 3. Friars Walk - Multi-storey - 350 Spaces
- 4. Riverfront - Not Covered - 35 Spaces



Pedestrian Routes

Key
Pedestrian Crossings

