TEFMA

Space Planning Guidelines

Edition 5

2025

Foreword

The 2025 Space Planning Guidelines reflect the changes that have occurred across the Higher Education sector over the past 12 years since the 2009 edition, while continuing to build upon the work in the 2022 edition. Extensive engagement has occurred with the Special Interest Group made up of TEFMA members from across Australia and New Zealand. This process has been rich and engaging and has sparked enthusiastic debate on how to best create a guideline that is user friendly and helpful to those that plan, design and manage space in the Higher Education sector. The refreshed Guidelines will continue to be updated with contribution from the broader TEFMA community to ensure that it remains relevant as the Higher Education sector continues to adapt and evolve.

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1. Introduction

Welcome to the fifth edition of the Space Planning Guidelines, the second edition since 2009. Universities and TAFEs across Australia and New Zealand have changed significantly since 2009, with almost all space typologies on campus undergoing some degree of change. Libraries, classrooms, laboratories, informal learning spaces and workplaces have been transformed through new technologies, as well as evolving learning, research and work practices. This new edition seeks to acknowledge the changes to space types on university campuses, with the objective of creating a simplified, easy-to-use guideline for planning university infrastructure.

A Space Special Interest Group (SIG) was formed by TEFMA to workshop the changes presented in this edition. The Space SIG reflected upon elements of the previous Space Planning Guidelines to be retained, updated or omitted, as well as new features to improve the quality of the publication. As a result, the following objective has guided this new edition:

The updated Space Planning Guidelines aim to build upon the 2022 Guidelines and provide data that is evidence-based, relevant and consistent, in order to reflect operational needs and assist universities make strategic decisions about existing and future assets.

The structure of the revised Space Planning Guidelines remains largely unchanged and is as follows:

- Chapter 1 – Introduction
- Chapter 2 – Purpose of the Space Planning Guidelines
- Chapter 3 – Space Metrics
- Chapter 4 – Space Metrics: Definitions & Evolutions
- Chapter 5 – Measuring and Reporting space
- Chapter 6 – Utilisation
- Appendices

Chapter 2

This chapter outlines the purpose of the Space Planning Guidelines, framed as evidence-based benchmarking and introducing the benefits of documenting exemplar, best-practice spaces and buildings. Previous Space Planning Guidelines compared the usable floor area of a specific space typology with similar space typologies in other universities, regardless of space efficiency, best practice or age of asset. In essence, space metrics have been benchmarked on a mix of good and bad examples, meaning that exemplar benchmarks have not always been identified. This edition takes the first step towards improving the method of benchmarking in two ways: 1) space metrics have been revised using buildings constructed in the last ten years; and 2) a case study framework has been introduced, which will highlight space efficiencies and metrics. This is a work in progress with a portfolio of exemplar case studies to be developed over time.

Chapter 3

This chapter sets out the revised Space Metrics, presented in a new infographic. In the updated space metrics table, several new space typologies have been included, such as active classrooms (or flexible / collaborative classrooms), engagement spaces, outdoor engagement spaces, breakout spaces and super labs. The updated space metrics table contains a full list of space types agreed upon by the SIG, with each space type elaborated upon in Appendix B. This revision to the space metrics table reflects a strategic decision to streamline the number of space types, responding to feedback from the SIG regarding the excessive variety of space type nomenclature in the previous edition, which often described similar functionalities. This chapter also outlines the difference between using the space metrics for reporting versus space planning, as well as illustrating how benchmarking, space metrics and best-practice are different, yet interconnected.

Chapter 4

This chapter provides background to the revised Space Metrics, outlining the evolution of space typologies that have undergone considerable change since the last edition of the Space Planning Guidelines. This section contains the space metrics infographic chart, which aims to guide and support the space planning decisions of the most common university buildings and facilities. Added in this edition is a definitions list of the intended users of the spaces, which include students, faculty, and staff. This ensures that planners can assign spaces correctly to align with the needs of all user groups.

Chapter 5

This chapter is unchanged from the 2022 edition of the Space Planning Guidelines and presents the method of measuring and reporting upon all university spaces, enabling a consistent approach that will increase the reliability of future benchmarking data. The methods and definitions outlined in this chapter include a diligent body of work previously developed by the Group of Eight (G08) Universities in 2016. Following discussion with the SIG in developing the updated Space Planning Guidelines, it was agreed that the methods provided a relevant framework for measuring space that would benefit all TEFMA institutions. TEFMA is grateful to the G08 for sharing this body of work with the entire TEFMA membership.

Chapter 6

This chapter introduces changes to the purpose and method of measuring utilisation. This chapter represents a work in progress, as further discussion and knowledge sharing is required among the TEFMA community. Changes under consideration include the previous algorithm for measuring utilisation, methods of capturing utilisation data and the ability for universities to measure utilisation of a wide range of space typologies. It is expected that utilisation will be a topic of interest in future, enabling this chapter to be updated to reflect a consensus approach.

Appendices

Appendix A outlines relevant terms that are key to understanding the Space Planning Guidelines.

Appendix B provides a comprehensive compilation of definitions, fitout recommendations, and considerations pertinent to all space types illustrated in the infographic in Chapter 3. It is important to emphasise that the space type definitions in this section are based on room fitout and functionality, and not defined by the primary user. Room occupancy recommendations have been removed, as it has been discussed that these figures are arbitrary and will vary according to the scale and specific needs of each campus.

What is no longer included in the Space Planning Guidelines?

The following sections from previous editions have been omitted from this current set of Guidelines:

- ASCED codes have been removed. Consultation with the SIG revealed these codes are rarely used or relevant to the Space Planning Guidelines.
- The Indicative Space Modelling Tool has been removed. The ISMT was conceptualised as a whole of campus Tool. As it is rare for new green or brown field campuses to be developed there was consensus among the Special Interest Group that the ISMT is no longer relevant or required.
- Case studies have been removed from the Guidelines. Following consultations with the SIG, it has been determined that case studies will instead be incorporated into an updated Benchmarking Insights Report. This approach will facilitate regular updates, ensuring that best practice examples are consistently referenced.

Next Steps

Each chapter has been developed as a stand-alone chapter. This is intended to enable agile future updates, ensuring TEFMA members can access relevant, consistent and evidence-based data. Depending upon specific needs, each section can be accessed and downloaded individually, or updated as required.

2. Purpose of the Space Planning Guidelines

The purpose of the Space Planning Guidelines is to assist in the planning of new buildings or major refurbishment of existing buildings on campus. The Guidelines provide definitions and space metrics to facilitate planning of space efficient buildings that will enable best practice pedagogical, research and workplace behaviours.

An evidence-based approach is critical in planning new buildings or undertaking major refurbishments of existing buildings, to demonstrate demand for space, as well as the allocation of space for planned activities. The evidence is useful when writing business cases to achieve capital funding, to demonstrate that every square metre has been justified and will yield tangible positive outcomes for the institution. Evidence is also useful in discussions with stakeholders who may request space that is either unsubstantiated or reflects old behavioural paradigms. In essence, evidence presented in the Space Planning Guidelines can support planning appropriate space for the nature of the activity, forecast number of occupants and ultimately to minimise capital and operational expenditure by not over-designing.

The evidence is presented by benchmarking space data from universities and TAFEs in Australia and New Zealand. Benchmarking compares space data of similar space typologies such as lecture theatres, seminar rooms, wet labs, libraries and workspaces. Historically it has been argued that benchmarking across an entire portfolio of small, large, new, old and heritage buildings will lead to inaccuracies of efficiency. For example, comparing the gross floor area of a discipline-based university library built 40 years ago with a contemporary centralised university library will yield very different data results. The ultimate benchmarking will involve comparisons of the most recent and best examples of space typologies, especially designed to support the latest methods of teaching, learning, research and working.

This edition of the Space Planning Guidelines is a step in the direction of achieving the most reliable, relevant benchmarking data. As mentioned in the previous chapter, a portfolio of exemplar case studies will now be incorporated into the Benchmarking Report. The case study framework enables the inclusion of photographs, drawings, functional intentions, space data, utilisation targets, design innovation and post-occupancy evaluation outcomes. These case studies will provide quantitative and qualitative data demonstrating the latest thinking in design of different space typologies and buildings, showcasing space efficiency, innovations and contemporary best practices. This change will facilitate regular updates, ensuring that the most recent exemplars are always accessible.

The Space Planning Guidelines will eventually be developed as a digital online resource, with real-time data enabling TEFMA members to dissect data in ways relevant to their context. This is a considerable undertaking requiring the collaboration of the entire university sector, and it will take time for universities to adapt and align their space measuring methods and definitions.

The quality of data will be dependent upon consistent space reporting as well as centralised management of the TEFMA space database. It is thus important for the Guidelines to be regularly updated to proactively report on changing trends.

TEFMA notes that this document should be used as a guide and is subject to change.

In summary, the Space Planning Guidelines continue to be an important resource to the higher education sector and related industries by:

- Providing crucial space metric data for specific space typologies
- Informing institutional decision making
- Supporting capital funding requests and business cases
- Supporting discussions with stakeholders
- Enabling learning from other similar institutions
- Minimising capital expenditure by avoiding errors such as building too much or designing for old paradigms of behaviour
- Supporting future integration of space data with online tools such as timetabling, wayfinding and student services

3. Space Metrics

3.1. Overview

Space metrics are a best practice area allowance used for future planing of new facilities. They can also be used for operational planning for existing facilities. The purpose of providing space metrics is to enable university space planners, designers and consultants a starting point in determining the appropriate quantum of space for specific functions within a new building or major refurbishment.

Space metrics are constantly changing in response to benchmarking of contemporary space types. While the metrics provided in this edition of the Space Planning Guidelines were compiled in consultation with the SIG, they are expected to continue evolving as identification and benchmarking of exemplar spaces develops.

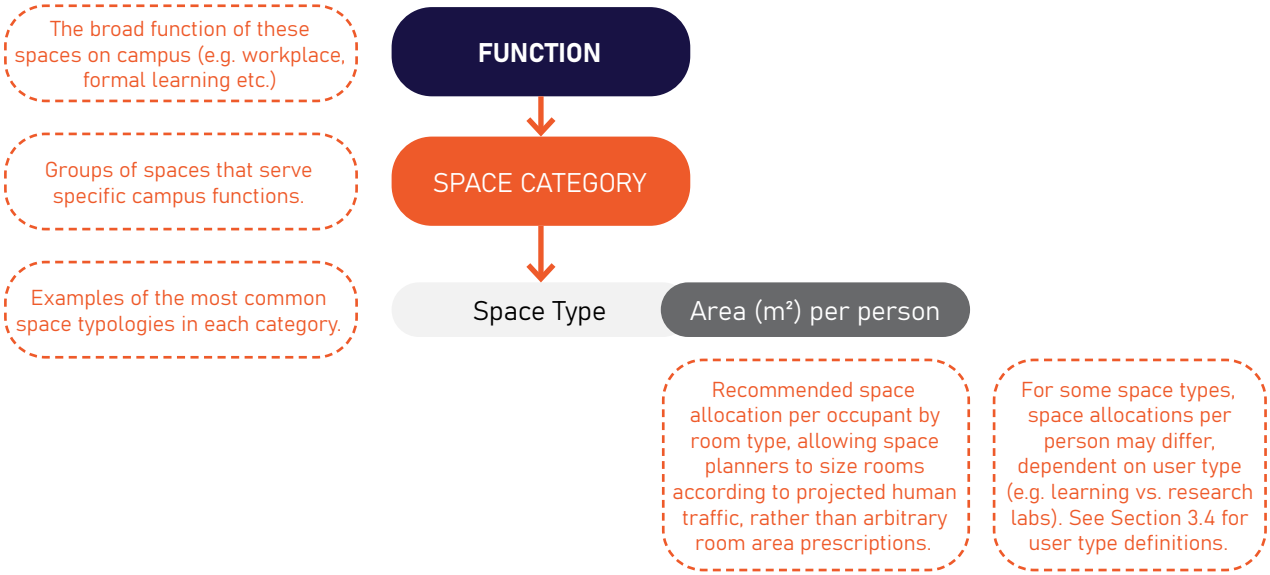
Previously, space types were categorised under subgroupings of 'family', 'genus' and 'species'.

Family - comprised the broad groupings of workplace, teaching and learning and research

Genus - subdivided the family of spaces into workpoints, support spaces, general teaching, informal learning and specialist teaching and research.

Species - identified the most common space typologies within each genus category.

In this guideline, the following categorisation tree is used instead.



3.2. Reporting and Measuring vs. Space Planning

This chapter is primarily concerned with how to plan for future space requirements rather than the reporting of existing space. This version of the space planning Guidelines has taken the approach of separating out the measuring and reporting of space from the future planning of space. This approach allows the Guidelines to streamline the number of space types in an effort to make them more user friendly. Ultimately there will be specific requirements that are unique to each project and these Guidelines are not intended to substitute the detailed briefing process that should be undertaken with any new project. Rather, they are a set of guiding principles that can be applied in the early stages of a project.

3.3. Benchmarking vs. Space Metrics

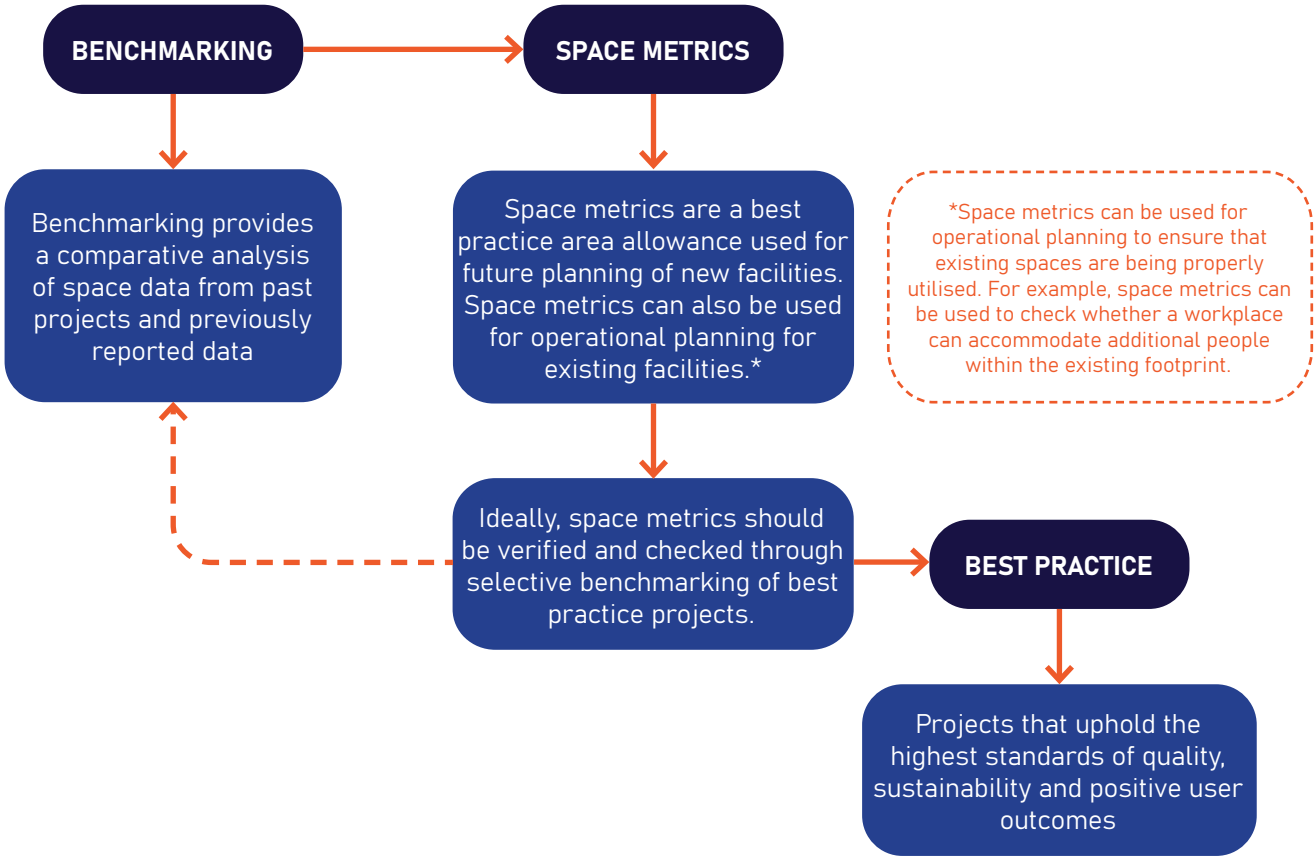
While the terms 'benchmarking' and 'space metrics' are interrelated, they are distinctly different by definition.

Benchmarking – Provides a comparative analysis of space data from past projects or previously reported data.

Space metrics – Are a best practice area allowance used for future planning of new facilities. Space metrics can also be used for operational planning of existing facilities to optimise space efficiency. Ideally, space metrics should be verified and checked through selective benchmarking of best- practice projects.

Best practice – Projects which uphold the highest standards of quality, sustainability and positive user outcomes.

The below diagram illustrates the relationship between benchmarking and space metrics.



3.4. User Groups

Most space types listed in these Guidelines recommend the same area allocations for staff and students as the way these rooms are used remain the same regardless of the primary user. There are exceptions, particularly when considering workplace design, which are elaborated upon further in Appendix B: Space Definitions. It is thus important to understand the definitions of each user group on a campus.

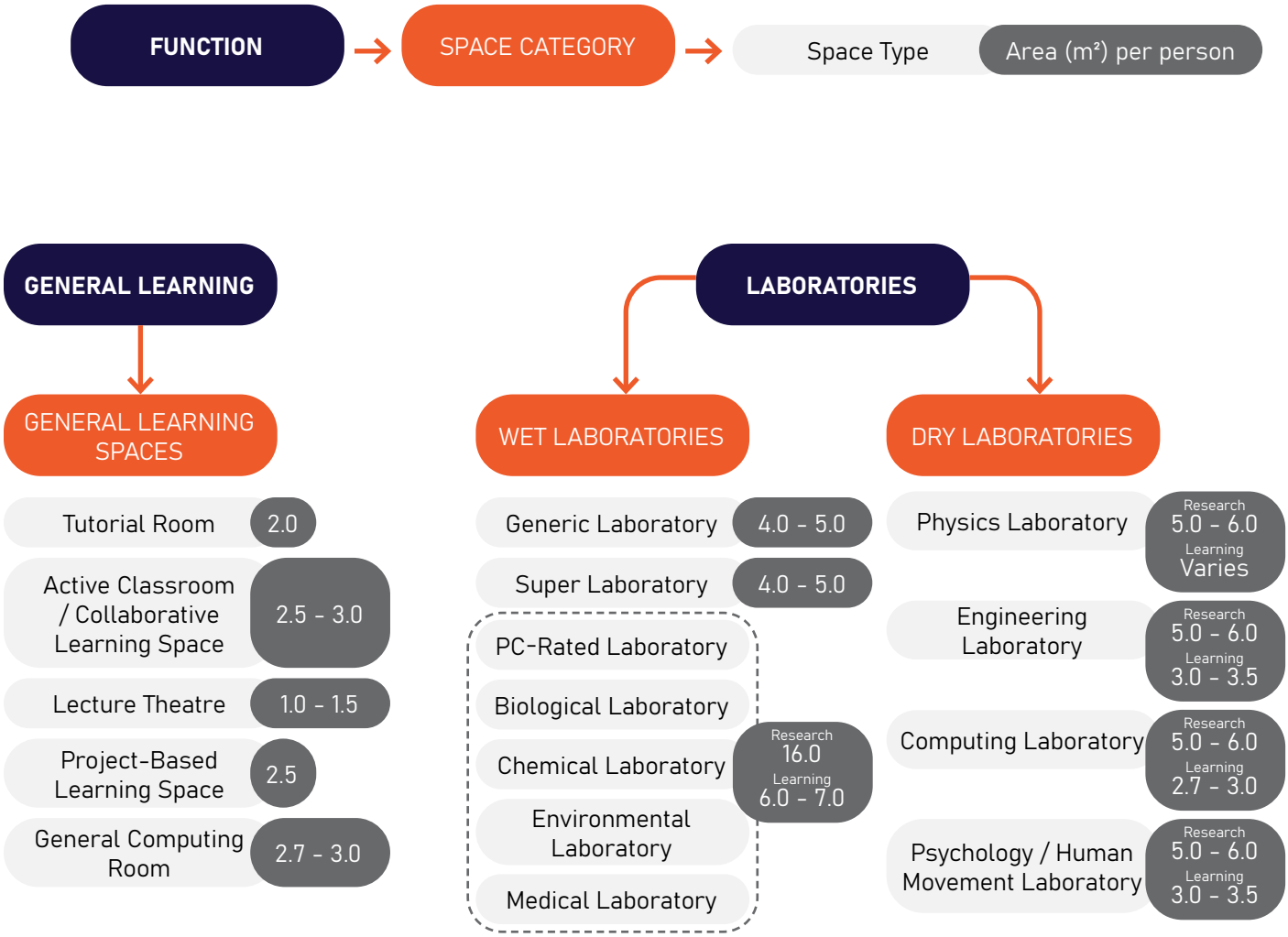
User Group	Definition	Example Roles
Faculty / College – **Research**	Academic staff primarily engaged in conducting research activities.	> Professor - Research > Researcher > Research Assistant > Postdoctoral Fellow > Laboratory Technician
Faculty / College – **Academic / Teaching**	Academic staff responsible for delivering educational content and facilitating learning experiences for students.	> Teaching Academic > Clinical Academic > Lecturer > Teacher / Tutor > Teaching & Learning Assistant > Workshop Technician
Faculty / College – **Teaching & Research**	Academic staff responsible for both delivering educational content and producing research output for the university.	> Assistant Professor > Associate Professor > Full Professor > HDR students
Staff – **Non-Academic**	Non-academic personnel who support the operational, administrative, and infrastructural functions of the institution.	> Administrator > Student Support Services > Human Resources > Information Services > Facilities Manager > Finance > IT & Technical Support > Executives (Dean, PVC etc.)
Student – **HDR (Higher Degree Research)**	Students engaged in advanced academic research, usually involving a significant original contribution to knowledge in a specific field. They may also be assigned teaching roles for specific courses.	> PhD Students > Students undertaking a master's degree by research
Student – **Learning**	Students engaged in academic coursework or vocational training to attain qualifications in their field of study.	> Undergraduate students > Students undertaking a master's degree by coursework > TAFE students

3.5. Space Categorisation

Space categorisation is not solely used for the purposes of benchmarking and campus planning, and can be determined by multiple factors, such as operational requirements or other corporate systems that are unique to each university across the higher education sector.

The space type categorisations and metrics for space allocations per person agreed upon by the SIG have been simplified and presented in the infographic below. The changes in space metrics from the 2022 guidelines have been guided by new data and revised best practice information.

It is important to recognise that each University or TAFE may have distinct preferences regarding space naming conventions. The space type names presented in the space metrics table are intended solely as a guideline. For instance, what one institution refers to as an 'active classroom' may be designated as a 'collaborative learning space' at another university or TAFE. Therefore, it is crucial to consult the definitions of each space type to identify the one that aligns with your preferred terminology. The aim of these Space Planning Guidelines is to provide a methodology for the categorisation of space, while acknowledging that each University is unique and may need to adjust the way that it categorises space to best serve its individual requirements.



SPECIALISED LEARNING

SIMULATION SPACES

Moot Court	3.0 - 4.0
Cyber Security	2.0
Trading Room	4.7
Virtual Reality (VR) Room	10.0
Simulation Hospital Ward (Shared)	3.0
Simulation Hospital Room (Private)	3.2 - 5.3
Simulation Hospital Bathroom	5.0
Simulation Operating Theatre	4.6 - 10.0
Clean Preparation Room	6.0 - 12.0
Clean Store	5.0 - 10.0
Dirty Utility	5.0 - 10.0
Simulation Control Room	3.0 - 6.0
Scrub Area	1.3 - 2.0
Clinical Consult	4.0 - 6.0
MRI Control Room	4.7 - 7.0
MRI Imaging Room	11.5
Orthoptic Training Room	5.0 - 10.0
Simulation Ophthalmology Consult Room	3.2 - 8.0
Dental Simulation Space	6.0 - 8.0

STUDIOS

Dance	4.0 - 5.0
Drama	4.0 - 5.0
Music	5.0 - 12.0
Music Practice Room	3.3 - 10.0
Design	2.8 - 3.0
Multimedia	3.0 - 4.0
Photography	3.0 - 4.0
Sculpture	5.0 - 6.0
Ceramic	6.0 - 7.0
Painting	5.0 - 7.0
Architecture/ Drafting	2.2 - 2.8
Human Movement Gym / Exercise Science Space	4.0 - 5.0

WORKSHOPS

Maker Space	5.0 - 6.0
Woodworking	5.0 - 6.0
Metalworking	5.0 - 6.0
Bricklaying & Masonry	5.0 - 6.0
Plastering & Painting	5.0 - 6.0
Automotive	9.0
Aerospace	9.0
Shipyard	9.0
Electrical Engineering	5.0 - 6.0
Mechanical Engineering	5.0 - 6.0
Hydraulic Engineering	5.0 - 6.0

Psychology Consult Room	2.8 - 7.0
Physiotherapy Training Room	4.0 - 5.0
Occupational Therapy Training Environment	See App. B
Simulation Aged Care Facility	See App. B
Simulation Child Care Facility	3.25
Hair & Beauty Space	5.0

Simulation Veterinary Clinic	See App. B
Animal Holding Facility	Varies
Simulation Kitchen	Varies
Simulation Restaurant / Cafe	2.0 - 2.5
Horticulture Hall / Greenhouse	1.0 - 2.0
Aquaponic / Hydroponic Indoor Farm	See App. B

CAMPUS AMENITY
ENGAGEMENT SPACES
Library 2.0 - 3.0
First Nations Space 3.0 - 4.0
Event Space 1.0 - 1.5
Gallery Space 1.5
Museum / Research Collection 1.5
Theatre 1.0 - 1.5
Great Hall 2.0 - 3.0
OUTDOOR ENGAGEMENT SPACES
Amphitheatre
Oval
Quadrangle / Green Space / Courtyard
Terrace
Sports Court
Swimming Pool
Solo Focus
Small Group
SELF-STUDY / BREAKOUT
SUPPORT SPACES
Reception Area See App. B
Interview / Consultation Room 2.5
BYOD Computing Room 2.7 - 3.0
Recording Room / Pod (Single) 4.0 - 6.0
Resource Room Varies
Tea Point 2.0 - 3.0
Cafe 2.0 - 2.5
Dining Area 1.0 - 2.4
Kitchen / Servery 0.5
Parent Room 4.5 - 9.0
Prayer Room 3.0 - 4.0
First Aid Room 4.0 - 5.0
Wellness Room Varies
Common / Break Room 2.0 - 3.0
Respite / Sensory Room Varies
Lockers 0.4 - 0.5
Fitness Gym 2.0 - 5.0
WORKPOINTS
WORKPLACE
Office - Individual 10.0 - 12.0
Office - Shared (2 pax)
Office - Shared (3 - 8 pax) 6.0
Open Workspace - Shared
Open Workspace - Shared (HDR) 4.0
SELF-STUDY / BREAKOUT
Solo Focus 1.0 - 5.0
Group Focus 2.0 - 2.5
Small Group (Enclosed) 2.0 - 2.5
Small Group (Open) 0.5 - 0.8
Casual 0.5 - 1.5

4. Space Metrics: Definitions & Evolutions

This chapter illustrates the significant changes that have occurred over the past fifteen years, along with emerging concepts currently shaping space planning on campus. The space categories outlined in this section correspond to those featured in the space metrics table in Chapter 3.

In this edition, the space metrics have been revised in response to insights from the SIG, who have shared their methodologies for measuring space in their respective universities in alignment with the measuring and reporting guidelines set out in Chapter 5. As TEFMA gathers a more extensive and consistent dataset, this information can be utilised to refine the space metrics by selectively benchmarking best practice specialist spaces across Australia and New Zealand.

The method for categorising space types has been updated from 2022 edition of the guidelines. These changes have been made in response to comprehensive feedback, addressing concerns regarding:

- Clarifying rationale for space type categorisation
- Refining nomenclature
- Emphasising the intended purpose of various space types
- Defining space based on fitout and function, rather than primary user or bookability
- Improving resource allocation and effective space management
- Renewing the focus on the relevant space types within the agreed scope

The table below illustrates the changes in space category numbering and nomenclature between the 2022 and 2025 guidelines. For detailed information on evolutions, definitions, and fitout regarding specific space types, refer to Appendix B.

2022 Type Code	2022 Space Category	2025 Type Code	2025 Space Category
100	WORKPOINTS	100	WORKPLACE
200	GENERAL TEACHING (TIMETABLED)	200	GENERAL LEARNING SPACES
300	SPECIALIST TEACHING & RESEARCH (TIMETABLED)	300	WET LABORATORIES
		350	DRY LABORATORIES
		400	SIMULATION SPACES
		500	STUDIOS
400	ANCILLARY	600	WORKSHOPS
500	INFORMAL LEARNING (NON-TIMETABLED)	700	ENGAGEMENT SPACES
-	-	800	OUTDOOR ENGAGEMENT SPACES
600	SUPPORT SPACES	900	SUPPORT SPACES
700	ACCOMMODATION	1000	ACCOMMODATION
800	NON-USABLE	1100	NON-USABLE
900	NON-REPORTABLE	1200	NON-REPORTABLE

4.1 Workpoints

Workplace space metrics have been the most challenging space typology to benchmark across the higher education sector. Considering that university workspace can account for between 30-50% of the built environment on campus, universities are urging organisational groups to be accountable for workspaces that are space efficient and well utilised.

With space at a premium, universities are demanding new workspaces be designed for space efficiency without compromising the ability for staff to perform at their best. There is greater scrutiny being placed on utilisation of workspace with a view to improving current utilisation rates, which have been measured to be as low as 30%.

4.1.1 100 Series: Workplace

Selecting the right workplace model is a strategic decision that requires careful consideration and should be motivated by creating a space that supports students and staff in the way they need to work. A workplace strategy should be defined at the outset of a project and underpin the workplace model.

Selecting the right workplace model is paramount to creating a successful outcome for both staff and visitors. This is a strategic decision that requires careful consideration and should be motivated by creating a space that supports people in the way they need to work. A workplace strategy should underpin the workplace model, and this should be defined at the outset of a project.

There are three main workplace models that can be employed, either separately or integrated as a blended option to best suit specific user requirements). They are:

Assigned – All staff have an assigned work point. These work points may be in an enclosed or open setting. The quantum of support space is determined by the amount of enclosed space. Generally, the more enclosed workspaces provided the less support space is required.

Agile – Work points are not assigned and are shared, either by booking or free use. The quantity of shared support spaces is higher compared to an 'assigned' workplace model, ensuring that staff and visitors can choose the work setting to best align with the work tasks they need to do. This model assumes that not all staff are present in the workplace at the same time. Therefore, the number of work points may be less than the quantum of staff.

Example: 100 staff may be accommodated in a work environment with 80 workpoints, resulting in a ratio of 0.8WP x FTE.

Hybrid – A blend of assigned and unassigned workpoints. The amount of support space will be influenced by the quantity of unassigned and assigned workpoints. Careful consideration should be given to staff preferences for working from campus and/or home and the need to target high utilisation of spaces.

Universities now need to consider the long-term impact of the COVID-19 pandemic on the university workplace. This is a continuously unfolding situation set to challenge facility managers in the next few years and the space allocation process will benefit from an evidence-based workplace strategy. Post-pandemic, most universities continue to adopt a hybrid model of working from home and campus. It is expected that while greater workplace flexibility will be required, meeting utilisation targets will continue to be a concern.

4.1.2 Space Allocations per User Group

Historically, there has been a tendency to categorise staff as either 'general' or 'academic', with the perception that academic staff are allocated larger and higher quality workspaces. This is partly due to the legacy of old infrastructure which often incorporates generous sized workspaces, as well as previous expectations that workspace square meterage should be proportional to academic title. While academic expectations may continue along these lines, dependent upon individual university space guidelines, TEFMA has taken the bold step of decoupling role descriptions from workplace space metrics.

Therefore, this edition of the Space Planning Guidelines no longer provides space metrics for specific roles. Instead, it sets out a blanket recommended metric of 6.0m² per FTE general staff or faculty member and 4.0m² per HDR in shared workspaces, while recommending 10-12m² for any private workspace. These space allocations include an allowance for tertiary circulation, which is the space directly surrounding the workpoint, and is not considered part of the primary circulation. This new approach aims to enable the design of future workspaces to maximise utilisation requirements, without compromising performance or culture.

This metric should be used at the outset of a project, and only as a starting point prior to engaging with stakeholders.

4.2. General Learning

4.2.1. 200 Series: General Learning Spaces

General Learning Spaces are non-specialised environments designed to facilitate learning and education, and usually accommodate a level of flexibility, accessibility and adaptability to cater to different teaching and learning styles. They are usually occupied according to a timetabled schedule.

The change in nomenclature from 'General Teaching Space' to 'General Learning Space' reflects a shift in educational pedagogy from teacher-centric class delivery to student-led discussions. It is essential to align with the contemporary educational landscape, which prioritises student inquiry and discovery, and fosters the understanding that the entire campus serves as a holistic and integrated learning environment.

The layout of these spaces should thus be able to accommodate different activities, such as group work, presentations, lectures, or individual study. General Learning Spaces do not contain specialised equipment but are usually equipped with modern AV technology (computers, projectors, interactive whiteboards, internet access etc.) to support digitally enabled learning.

4.3. Laboratories

Space metrics generally group laboratories into umbrella subgcategories of ‘wet’, ‘dry’ or ‘computational’, though there are many versions of each. They are often differentiated according to their level of serviceability or physical containment. The way in which contemporary laboratories are designed and used has changed significantly, and these space metrics have been benchmarked based on the newest, state-of-the art facilities in Australia.

Space allocations in these Guidelines should be considered for broad planning only. Specialist laboratory designers are recommended to ensure safety, containment, equipment, bioresources, innovation, utilisation and space efficiency are all considered in the design. Laboratory types not benchmarked in these Space Planning Guidelines should be designed on a case-by-case basis.

Discussions with the SIG emphasised the need to differentiate between laboratories designed for the purposes of learning, and those designed for the purposes of conducting professional research. Laboratory layouts for students engaging in coursework (i.e. undergraduates) typically feature a more generic fitout, while specialised research laboratories have a more complex set of fitout requirements. This has resulted in the different recommended space allocations for 'Research' labs and 'Learning' Labs.

However, the categorisations in these Guidelines regarding whether a laboratory type is designed for learning or research is not set in stone, and each university should determine the appropriate allocation of these spaces to students and staff. It is possible that students who are not classified as HDR may sometimes be required to use highly-specialised laboratories to complete their coursework (e.g. Honours students)

4.3.1 300 Series: Wet Laboratories

Wet laboratories typically involve experimentation with liquids and chemicals. Laboratories may be assigned an appropriate PC (Physical Containment) rating based on the types of biological materials and hazards being handled. This will be determined on a case-by-case basis depending on the function of each space, and will affect the fitout of pressure systems, air quality management, waste management and access control, amongst other factors.

4.3.2 350 Series: Dry Laboratories

Dry laboratories are specialised research facilities designed for experiments and studies that do not involve the use of liquids or wet materials. Because of this. dry laboratories are typically fitted with minimal services (water, gas, etc.) However, as these spaces are likely to contain sensitive equipment and materials, temperature, humidity, and air quality management need to be considered to avoid interference with experiments. The specifications of each laboratory should be determined by the requirements of each field of study.

4.4. Specialised Learning

Specialised learning spaces are dedicated environments designed to enhance learning through tailored resources, equipment, and layouts. These spaces provide students with opportunities for hands-on learning, collaboration, and exploration. There are 3 categories of specialist learning spaces - Simulation Spaces, Studios and Workshops. Previously, space types within these spaces were all combined in the Type Code 300 series, along with laboratories, but they have now all been assigned their own primary code series to reflect an understanding that these space types have distinct functions, fixtures and equipment. See the table on page 12.

4.4.1 400 Series: Simulation Spaces

Simulation spaces are environments designed to replicate real-world scenarios for the purpose of training students for working in specific industries. These spaces allow participants to practice skills, make decisions, and experience situations in a controlled setting. The SIG has suggested that training spaces can be further sub-categorised by their occupants:

Simulation Practice Spaces – no live patients / customers / animals

Simulation Environment Spaces – practice on live patients / customers / animals

This 2025 edition includes a more comprehensive list of medical and allied health simulation spaces. Please note that Appendix B does not include the full range of possible medical simulation equipment and training spaces pertaining to medical / nursing degrees. For up-to-date specifications on industry-standard health fitout and equipment, refer to the AHFG (Australasian Health Facility Guidelines).

4.4.2 500 Series: Studios

In these Space Planning Guidelines, the 'Studio' category encompasses spaces designed for creative work and artistic expression. A notable exception within this category is the "Human Movement Gym / Exercise Science Space," which serves as a teaching gym. It is classified under studios because it functions as an instructional space rather than a simulation practice space, and its fit-out and environment are more aligned with studio settings.

4.4.3 600 Series: Workshops

In these Space Planning Guidelines, 'Workshops' are defined as specialised environments dedicated to teaching students skills related to the construction, assembly, or fabrication of physical structures, objects, or systems. These spaces are intentionally designed to provide students with exposure to various trades and to cultivate practical skills in areas such as construction, woodworking, metalworking, and other hands-on disciplines.

Workshops were previously classified under 'Ancillary'; however, they have now been assigned their own distinct category name. This change highlights the essential role that these space types play in TAFEs and vocational institutions.

4.5. Campus Amenity

4.5.1. Calculating the Quantity of Campus Amenities

In these Guidelines, we have opted not to use the term 'informal spaces' due to the varied interpretations associated with that terminology. Instead, we have adopted the term 'Campus Amenity' as a catch-all descriptor that highlights the casual and freely accessible nature of these areas. Benchmarking these non-timetabled spaces presents challenges, primarily due to the differing measurement methodologies and the limited published data regarding how universities are addressing demand.

Each university typically has an understanding of the demand for campus amenities, which may be informed by attendance data, observable high usage of certain spaces, or student requests for additional areas. Currently, there are four main methods for calculating quantity:

Room/Zone: 2.5 m² / EFTSL

An available room or zone may be allocated to campus amenity using the space metric of 2.5m² per occupant. This would provide the opportunity to create different settings, such as group work, side-by-side or individual learning.

Example: A 100m² area should comfortably fit 40 people.

EFTSL per seat ratio: 6.0 – 10.0 m² EFTSL / seat

This methodology may prove more useful in a regional context. A regional university may not expect the same demand for informal seating on campus compared to a city-based campus. 6.0 - 10.0 m² EFTSL / seat is a target rather than a recommended or endorsed calculation. This is an emerging field of study with minimal available data and varies according to each university's context.

Example: A large campus of 50,000 EFTSL may demand between 5,000 – 8,300 seats on campus. This may sound like a lot, but the largest campuses would likely already be close to the 1:10 seat to student ratio.

Area per EFTSL: 0.5 m2 / EFTSL

This type of measurement may be appropriate for planning a vertical campus, where the overall GFA and EFTSL may be predetermined. There is little data available to support a clear benchmark standard, hence a 0.5 m2 per EFTSL target is offered as a starting point. This should be negotiated with the totality of space demands for a new development.

Example: A building designed for 10,000 EFTSL may target 5,000m² NLA of informal learning space.

Informal to Formal Learning seats ratio:

This type of measurement may be appropriate when looking at a building, precinct or campus scale. Ultimately, the ratio that is decided is at the discretion of the university, but anecdotally, many universities aim to achieve a 1:4 ratio between informal and formal seats. Again, consider this a starting point to be negotiated through the design process.

Example: A building with 1,000 formal learning seats may target 250 informal learning seats.

4.5.2. 700 Series: Engagement Spaces

Following discussions with the Special Interest Group (SIG), it has been agreed that the term 'Engagement Spaces' will replace 'Informal Learning Spaces'. This change reflects the nature of these spaces, which not only engage students but also involve the wider community, positioning the university as a holistic cultural and educational hub. Engagement Spaces facilitate out-of-classroom informal learning activities, such as object-based learning, self-study, and immersion in arts and culture.

These spaces are designed to foster collaboration, interaction, and a sense of belonging, thereby enhancing the overall educational experience for both students and community members. Each university retains the discretion to determine which engagement spaces are available for free use and which require booking.

4.5.3. 800 Series: Outdoor Engagement Spaces

It has been decided following discussions that outdoor areas should be included as a distinct category in these Guidelines. Outdoor Engagement Spaces are designed to promote informal learning, social activities, and community events in an outdoor environment. These spaces play a crucial role in fostering community connections and enhancing the educational experience and wellbeing of both staff and students.

It is important to note that Outdoor Engagement Spaces specifically refer to areas that are freely accessible to all including the public. They do not include specialised outdoor spaces, such as horticulture or hydroponic farms, which are categorised as Simulation Spaces. These latter facilities are reserved for activities related to specific fields of study.

4.5.4. 900 Series: Support Spaces

These are facilities and areas that provide resources to enhance the on-campus experience for students, faculty and staff. In these Guidelines, we have intentionally chosen not to distinguish between support spaces for staff and students, noting that the fitout for these spaces will be more or less similar regardless of the primary user. This decision was made to streamline the number of space types, based on feedback provided by the SIG around the excessive variety of space type nomenclature in the previous Guidelines, which often described similar functionalities.

> If the same space is used by both staff and students, the group that uses it the majority of the time is assigned the Space (EFTSL or FTE). Space planners will have a good idea which group uses the space the most.

> If the same space type needs to be individually provided to both staff and students, the space type can be duplicated as necessary. For example, staff and student areas will have separate printing / resource rooms.

In a workplace capacity, determining the appropriate amount of support space to include should ultimately be based on the specific requirements of the end users. The proportion of support space should be specific to each user group and the workplace model being adopted. As a starting point, the following metric can be applied to determine the overall amount of support space required for a workplace area: 0.75 seats worth of support space for 1 work point.

4.6 1000 – 1200 Series: Accommodation, Non-Usable & Non-Reportable

These space types have been excluded from the scope of discussion for this edition of the guidelines. The definitions and space type names remain unchanged in accordance with the 2022 guidelines. A review of these spaces is anticipated in future editions.

The only modification to the space type numbering in this category is that the type code series has been shifted down to accommodate the introduction of the new sections (Laboratories, Simulation Spaces, Studios & Workshops). See the table on page 12 that illustrates the type code series shift between the 2022 and 2025 edition. This means that while the primary type code will change for space types in the Accommodation, Non-Usable & Non-Reportable categories, they will still retain their listing order. For example, 805 - Circulation Space (2022 Guidelines) is now 1105 - Circulation Space (2025 Guidelines).

The only exception to this regards the toilets, amenities, showers, and change facilities in the Non-usable space category (1120-1125). These spaces have been streamlined in accordance with specific instruction remove duplicate space types serving the same function.

4.7 Space Type Categorisation Rationale

4.7.1 Educational Purpose Gyms vs. Commercial Gyms

It is important to differentiate between educational and commercial gym environments. This is because there is a clear distinction between between spaces used for teaching and those used for other functions like health monitoring or fitness training. The new space type categorisation is designed to reflect the difference in purpose clearly, and ensure that each space is accurately represented based on its primary function.

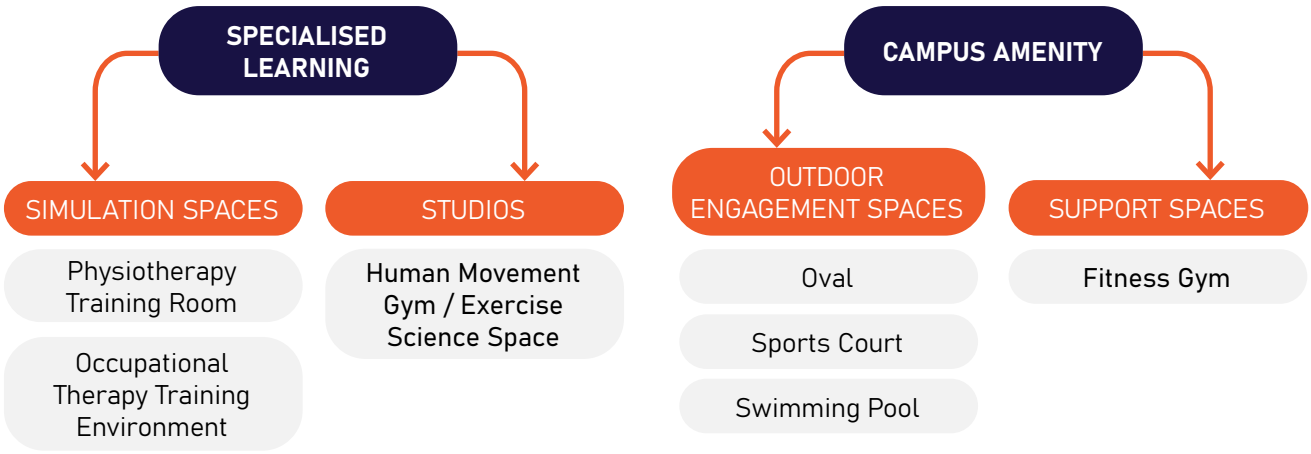
After discussions with the SIG, it has been decided that there are three distinct areas where gym functions can be classified:

Simulation Spaces - This encompasses areas for physical education, such as physiotherapy training rooms and occupational therapy environments.

Studios - This can include exercise science teaching spaces (or Human Movement Gyms).

Outdoor Engagement Spaces - This includes spaces where sports courts or outdoor activities take place

Support Spaces - This is where a recreational gym facility could be located, which might also include a third-party-run retail gym on campus

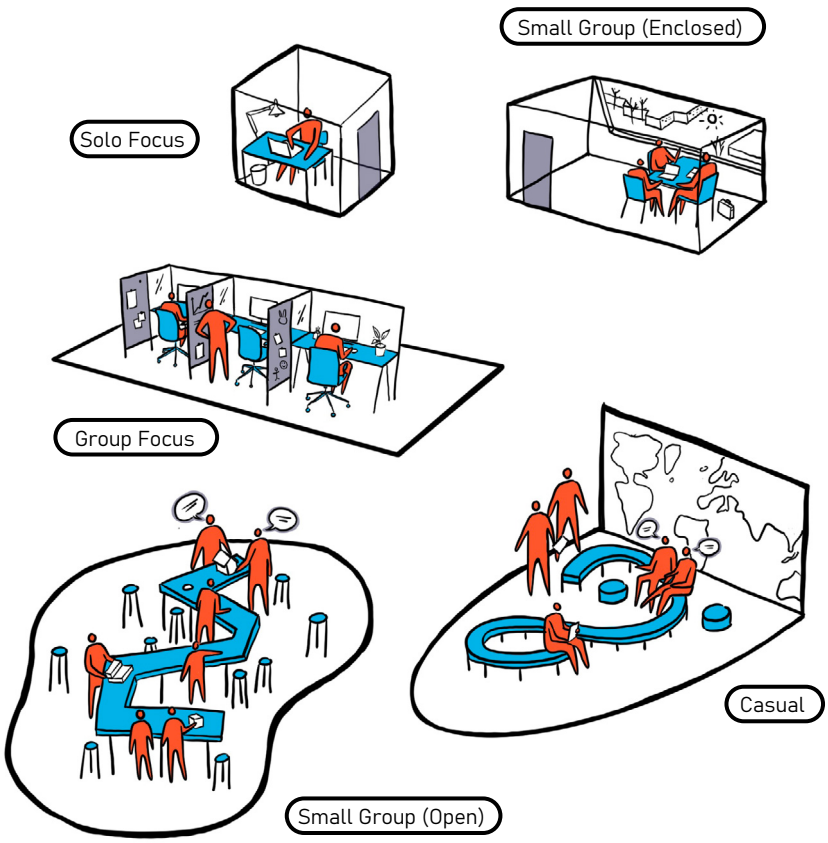


4.7.2 Self-Study / Breakout Spaces

In this edition, 'Informal Learning Spaces' have been renamed 'Self-study / Breakout' to better reflect their primary function. The term 'informal' can be ambiguous, and this change aims to reduce any potential confusion about the nature and function of these spaces. This new termnminology specifically refers to a group of space types that are primarily designed to provide distinct environments for students and staff to take breaks or work outside traditional settings.

These spaces are grouped together under the sub-category "Self-Study / Breakout" because they often coexist. They are typically located adjacent or near Engagement Spaces, General Learning Spaces, Support Spaces, and Workplaces. The decision on whether these spaces should be freely accessible or require booking is at the discretion of each institution's internal space planning strategy.

It is recommended that each of these space types be dispersed throughout each campus or precinct. However, this Space Planning Guideline does not specify a particular proportional distribution for each space type; instead, allocation should be tailored to each project, considering the unique context of each project.



Solo Focus
Small Group
OUTDOOR ENGAGEMENT SPACES
CAMPUS AMENITY
SUPPORT SPACES
Solo Focus
Group Focus
Small Group (Enclosed)
Small Group (Open)
Casual

4.8 Scope Exclusions

We would like to emphasise that the following spaces are not included in our current scope of discussion, and are explicitly excluded from this standard. While these spaces may exist on campus, they are highly prescriptive and necessitate specialised input. Considerations for these space types present complex issues that vary significantly depending on the type of campus (e.g. large, small, satellite, regional, metropolitan etc.) Furthermore, regulations governing these areas differ from state to state.

It is important to clarify that these three areas were discussed in the workshops with the SIG but have been intentionally excluded from the current scope of this document. This exclusion is based on the existence of other standards that specifically address these topics.

> **Retail –** Commercial establishments designed to cater to students, staff and visitors
  - Examples - Bookstores, convenience stores, restaurants, pharmacies, apparel stores

> **Childcare Facilites –** Spaces and services designed to support students, staff and faculty who have children (not to be confused with childcare simulation spaces to educate students undertaking a degree in Early Childhood education)
  - Examples - preschools, family resource centres, infant care programs

5. Measuring and Reporting Space

5.1. Introduction

This chapter provides guidance on how to measure campus spaces, to enable relevant and consistent benchmarking. Standardising the way that spaces are measured and defined will allow meaningful comparisons to occur. Ultimately the Space Planning Guidelines are not mandated and it is understood that each University will have certain facilities that are unique to their own operations.

5.2. Campus Size

Campus size (or area of campus) provides an indication of the size of an institution's estate and is reported in hectares of total space occupied by all buildings (i.e., building footprint) and grounds. It is often requested in surveys for the purpose of comparing size of campuses, and the campus size (in hectares) should reflect what is used by the Institution to undertake its core activities.

This may include rural properties such as field stations. However, if the field stations are not operational for day-to-day institutional purposes, then they should be excluded from the campus total hectares count (a comment should be made to this effect on any report /survey), as it can result in inaccurate comparisons being made. Alternatively, field stations and remote properties could be included as a total as "Other Campus", but with an appropriate explanatory note.

The best approach is to:

- include buildings /grounds used for day-to-day core activities
- exclude huge tracts of land/field stations
- exclude investment properties and properties owned (i.e., bequeathed), which are normally only included in the Institutional whole property portfolio figure.

Campus location can be described in relation to the main type of community it resides in:

- CBD: inner city (a metropolis or metropolitan area has a population usually over a 1,000,000; a city has over 100,000).
- Suburban: a residential area on the outskirts of a city.
- Urban: a commuter town is an urban population near a metropolitan area; urban has a lower population density than inner city.
- Rural: sparsely populated areas settled places outside towns and cities.

5.3. Buildings

A building is defined as a discrete structure, or more specifically, e.g., as "a roofed enclosed facility" and therefore can include building plant and equipment. If a substantial building was constructed in stages, each stage may be treated as a separate building or as one, or multiple smaller buildings of similar vintage and construction may be grouped as a single building.

Institutional building information may include:

- building purpose (academic, administrative, services & infrastructure, residential, investment, etc),
- status (active, inactive, mothballed, tenanted, demolished),
- total building number.

The best approach to avoid a skewed or inconsistent reporting of a total building number:

- identify what are non-buildings and exclude from the building count. Examples of non-building structures, minor structures and small buildings are shown below.
- identify what should be excluded from reporting. The main consideration here is whether the building count is of the academic estate, or of the whole institutional property portfolio.
- Typically, the academic estate includes only the first category of buildings listed below. Whereas, the total institutional estate or property portfolio would include all categories below.
- Used for day-to-day core purposes
- Leased out for non-core purposes
- Investment
- Residential
- Not used because empty/derelict/bequeathed

Non-Building Structure

Based on NCC (National Construction Code) building classifications, these would fall under non-habitable Class 10b or non-building, and be excluded from a building count.

Minor Structure

Based on NCC building classifications, these would fall under non-habitable Class 10a, and be excluded from a building count.

Small Buildings

As for substantial buildings, small buildings are easily recognisable with structural features of walls (fully enclosed), roof, entries (doors/windows) and should be included in total building number.

A space or building count survey may exclude small buildings, usually by setting a GFA m² threshold on what is to be excluded.

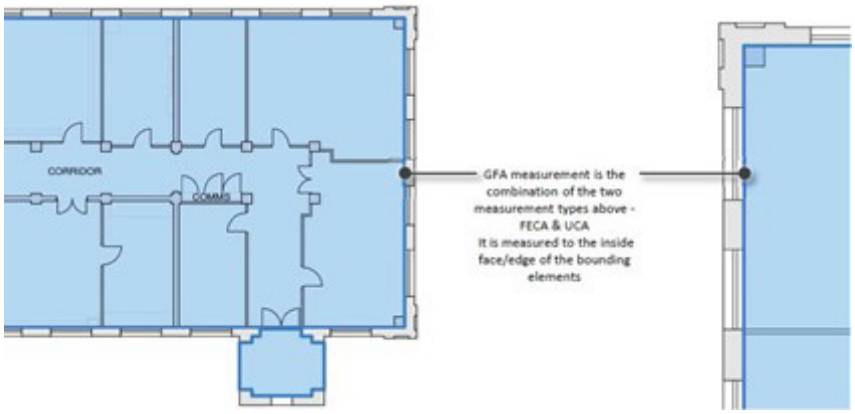
5.4. Area Definitions

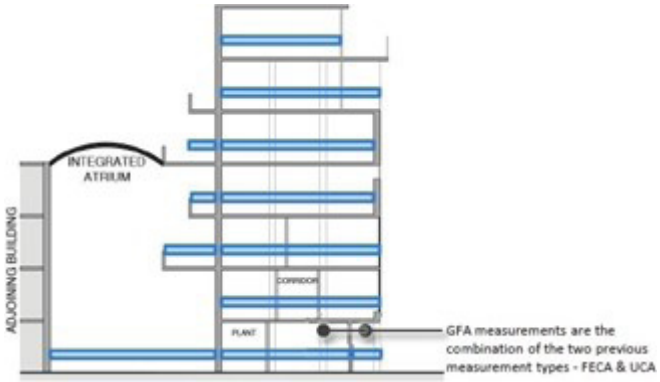
For further definitions, refer to TEFMA Benchmark Survey Definitions and Guidelines (Version 2.22, 16 April 2025).

Gross Floor Area (GFA)

Total floor area inside the building envelope, includes FECA and UCA, excludes voids, open balconies, external walls and the roof. Includes car parking. Measured as the sum of FECA and UCA.

Spaces such as services allocations, storage rooms, plant rooms etc. are usually included in GFA calculations, but are not reported for utilisation as they are not considered occupiable or habitable.

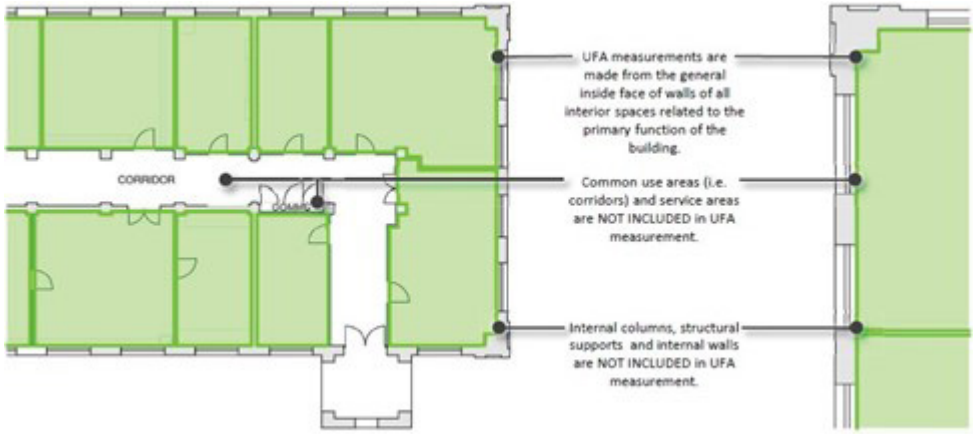


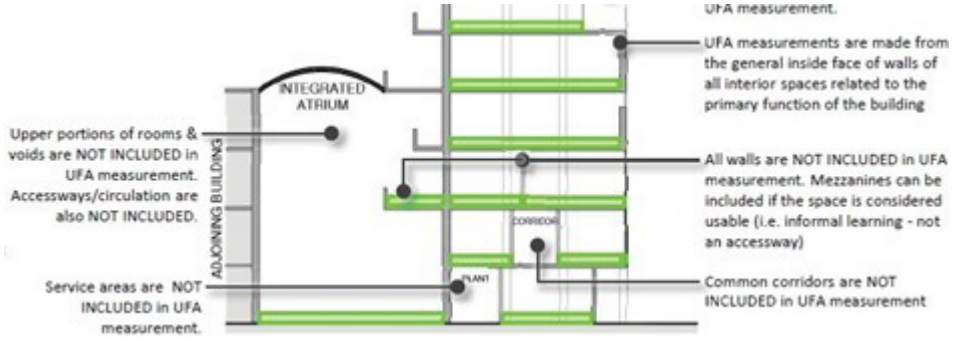


Usable Floor Area (UFA)

The sum of the floor areas measured at floor level from the general INSIDE face of walls of all spaces related to the Primary Function of the building. This will normally be computed by calculating the FECA and deducting Common Use Areas, Service Areas, and Non-habitable Areas.

Special UFA inclusions are those areas which fulfil a primary functional requirement, e.g., covered external play area in a Child Care Centre; open, covered hydraulics modelling laboratory).





Non-Usable Floor Area (NUFA)

Total floor area inside the building envelope related to the primary function of the building, which may include FECA and UCA, but excludes the external walls and the roof. Non-habitable service and common use areas are types of non-usable area.

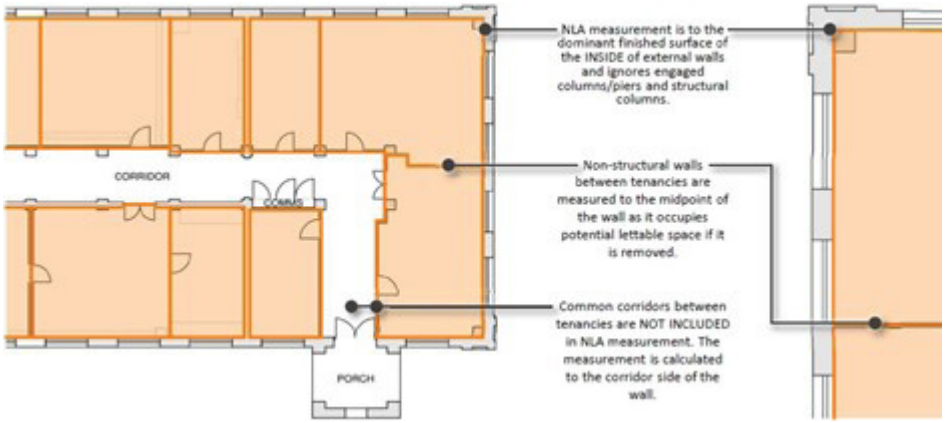
Net Lettable Area (NLA)

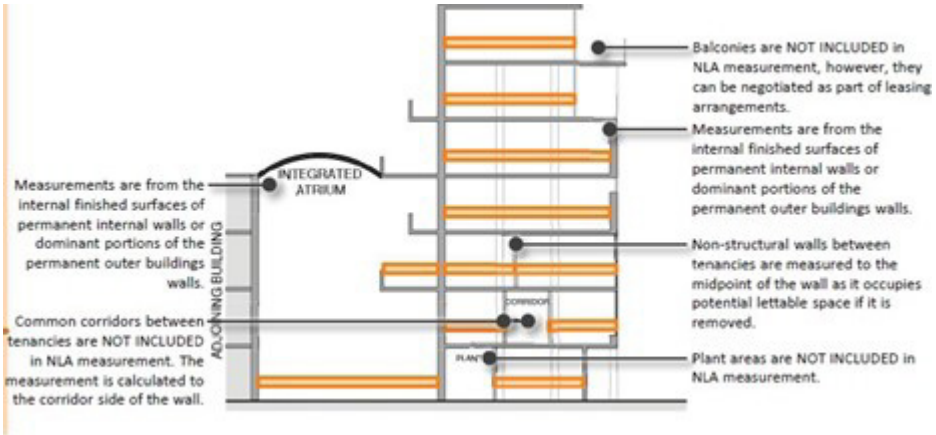
The net lettable area of a building is the sum of its whole floor lettable areas.

The whole floor net lettable area is calculated by taking measurements from the internal finished surfaces of permanent internal walls and the internal finished surfaces of dominant portions of the permanent outer buildings' walls.

Included in the lettable area calculation are:

> Window mullions, window frames, structural columns, engaged perimeter columns or piers, fire hose reels attached to walls and additional facilities specially constructed for or used by individual tenants.





Excluded from the lettable area calculation are:

- Stairs, accessways, fire stairs, toilets, recessed doorways, cupboards, telecommunications cupboard, fire hose reel cupboards, lift shafts, escalators, smoke lobbies, plant / motor rooms and other service areas where all are provided as standard facilities in the building
- Lift lobbies where lifts face other lifts, blank walls or areas listed above as excluded
- Areas set aside for the provision of all services such as electrical or telephone ducts and air-conditioning risers to the floor
- Areas dedicated as public spaces or thoroughfares such as foyers, atria and accessways in lift and building service areas.
- Areas and accessways set aside for use by service vehicles and for delivery of goods where such areas are not for the exclusive use of occupiers of the floor or building.
- Areas for car parking. Areas with less than 1.5m clearance.

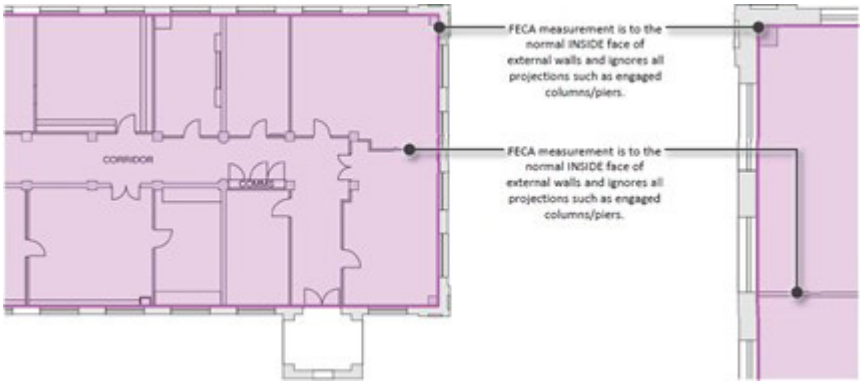
In the case of subdivided floors, measurements should be taken to the centre line of inter-tenancy walls or partitions. However, if these walls or partitions are adjacent to public areas, such as lobbies or corridors, measurements should instead be taken to the line of the dominant portion of the public area faces.

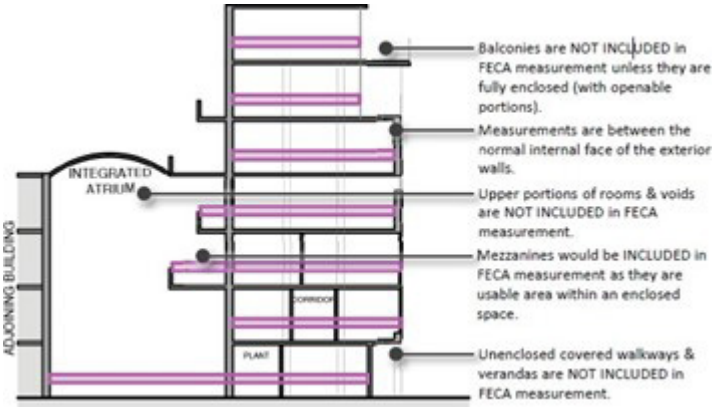
Balconies, terraces, planter boxes, verandas, awnings and covered areas should be excluded from tenancy area calculations but may be separately identified for negotiating rentals. Areas should be measured to the inside face of the enclosing walls or structures. The outer edge of the awning or covered area is the defined edge.

Workplace should be reported in terms of Net Lettable Area (NLA). Depending upon the design and efficiency of the base building, a circulation factor of approximately 15 – 20% should be added to UFA metrics, to achieve the NLA.

Fully Enclosed Covered Area (FECA)

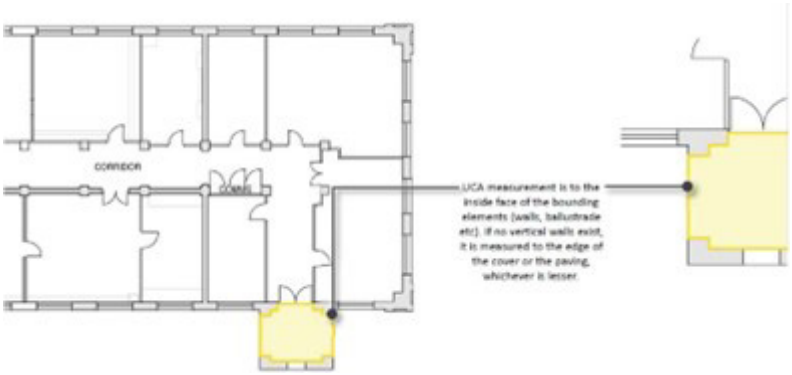
The sum of all such areas at all building floor levels, including basements (except unexcavated portions), floored roof spaces and attics, garages, penthouses, enclosed porches and attached enclosed covered ways alongside buildings, equipment rooms, lift shafts, vertical ducts, staircases and any other fully enclosed spaces and usable areas of the building, computed by measuring from the normal INSIDE face of exterior walls but ignoring any projections such as plinths, columns, piers and the like which project from the normal inside face of exterior walls. It shall not include open courts, light wells, connecting or isolated covered ways and net open areas of upper portions of rooms, lobbies, halls, interstitial spaces and the like which extend through the storey being computed.

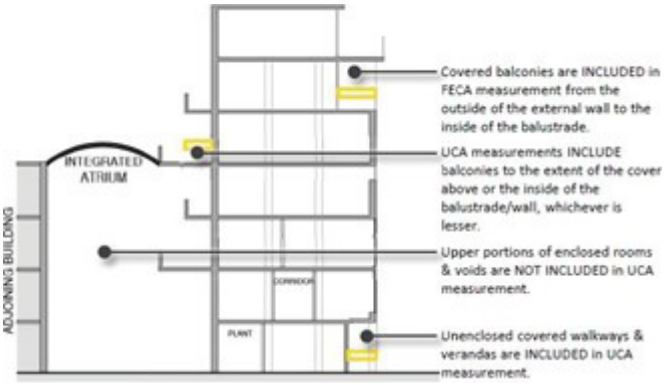




Unenclosed Covered Areas (UCA)

Total floor area unenclosed but covered at all building floor levels, includes roofed balconies, verandas, porticoes, undercrofts, access galleries, etc., attached open covered ways alongside buildings that are trafficable areas of the building. Excludes eaves, overhangs, shading/awnings where these do not relate to clearly defined trafficable covered areas. And excludes connecting or isolated covered ways. Measured as the area between the INSIDE face of the enclosing walls/ balustrades (excluding the wall/balustrade thickness) to the edge of the pavement/cover.





5.5. Animal / Plant Holdings

Some animal and plant buildings may be classified as non-usable if they are very basic in structure. Others may be classified as UCA or even FECA (e.g., underground bunkers). Some may even be excluded totally from GFA measurements.

5.6. Car Parking

The reporting of car park space within the sector has been problematic and inconsistent, with some institutions classifying stand-alone car parking stations as UFA whilst others have reported non-UFA for this space. In some cases, institutions have excluded car parking space entirely from their reported GFA and UFA. As a result, TEFMA introduced changes to its 2021 Benchmark Survey data collection tool to allow reporting of both GFA and UFA inclusive and exclusive of car parking space. Four additional benchmarks were also added to the Benchmark Reporting Tool. For details on car parking reporting, refer to the TEFMA Bencmark Survey Definitions and Guidelines (Version 2.22, 16 April 2025).

6. Utilisation

Utilisation is an important measure to inform if universities should build additional spaces or refurbish existing ones. Understanding utilisation enables universities to use their assets optimally.

6.1. Methodologies for Measuring Utilisation

Historically, universities have relied on physical audits to count how many people entered and exited rooms each hour, usually over a period of a week. This process typically occurs only once per semester and is labour intensive. The Space SIG advising the development of the 2022 edition of the Space Planning Guidelines questioned the future validity of this method, challenging universities to invest in other methods of utilisation that enable collection of real-time data.

Manual audits should not be used as a means of collecting utilisation data, but rather as a spot check to understand the accuracy of alternate methods of tracking utilisation. The SIG has also proposed measuring utilisation for a wider range of spaces including breakout areas (self-study areas), laboratories (learning and research) and workplace.

With advancements in technology, there are now various methods for data collection:

Pros	Challenges / Concerns	Case Study
WI-FI TRACKING		
> Can provide 24/7 meaningful data points of utilisation of specific spaces across campus and each user's duration in that space > Provides a non-labour-intensive method for universities to observe student movement and room usage	> High upfront cost required to establish this automated data analysis > Questionable accuracy of tracking a specific Wireless Access Point (WAP) to a specific location > Students often carry multiple devices, which can erroneously duplicate the student count > Legal and policy issues around informed consent and misuse of personal information > Function creep – the purpose for collecting the initial data can change if other potential uses are identified	The University of Sydney has been testing a method that recognises a unique WAP regardless of the number of devices logged in, but simultaneously de-identifies the data. This is proving to yield accurate data for the location and duration of use of learning spaces but can also be used to measure utilisation in campus amenity spaces, learning laboratories and workplaces.
GATE COUNTERS		
> Provides accurate data regarding the number of people visiting a space such as a library > Can provide user demographic data collection as students / staff are assigned different swipe cards	> This method does not measure the duration of visits to the space or which specific area of the space the occupant is in (e.g. is the occupant visiting the library to browse reading material or make use of one of the quiet booths?) > Gate counters may encounter multiple swipe technological issues, counting the same patron several times for one particular exit	
THERMAL IMAGING		
> Provides a highly accurate and reliable reading on people using the room > Addresses privacy concerns as thermal cameras do not provide identifiable images of individuals	> Does not provide an accurate count of the duration of use > Requires the installation and maintenance of special equipment, which is a significant investment and is likely to be cost prohibitive to many institutions > External conditions such as temperature changes and airflow can affect the accuracy of the thermal readings	University of Technology Sydney has integrated this system with their BIM system, reporting significant savings in energy consumption through the ability to turn off lighting and heating when spaces are not in use (Hutchinson & Westmacott, 2018).

6.2. Utilisation Calculation

Before 2022, previous versions of the Space Planning Guidelines have used this formula: Utilisation (U%) equals Room Frequency (RF) multiplied by Room Occupancy (Occ).

U% = RF x Occ

This has been a long-held calculation concluding with specific utilisation targets for different space typologies. The SIG proposed that this combined metric was not particularly useful and was often misinterpreted as combining room frequency and occupancy can yield low figures (often in the 30-40% range), which can be misleading. The consensus for the 2022 Space Planning Guidelines was that a combined metric should be dropped in favour of a 75% room frequency factor.

However, it was unclear if this 75% target applied only to formal learning, or both formal and informal activities. Furthermore, unlike previous editions of the Guidelines, the 2022 utilisation calculation only discusses frequency but does not factor in occupancy levels.

This formula may also no longer be relevant in all circumstances largely due to variations in pedagogical approaches and the desire for increased flexibility for timetabling and opportunistic use. It is important to consider both formal and informal activities to determine the actual frequency of room use. Below are examples of scenarios that can occur:

- If a formal learning space has not been booked for a scheduled tutorial, students will often use it for their own purposes.
- At some universities, the frequency of bookings for formal learning spaces do not solely reflect scheduled class activities. They can also include booked student activities, student engagement and booked industry engagement events and workshops.
- There are peak weeks when every classroom/laboratory/workshop will be in use, and quieter periods when these spaces are empty.
- In hybrid face-to-face and online learning environments, a lecturer might book a 120 pax lecture theatre and record the lesson, but there would be no students physically present. Therefore, even though the utilisation was technically good (i.e. the room is being used), the occupancy factor is actually very poor (i.e. only 1 person present in a room meant for 120 people). This behaviour is indicative of the unique challenges introduced by hybrid learning, particularly affecting the Standard Occupancy Factor (SOF) for actual space usage. See Appendix B - Lecture Theatres for further elaboration on this.
- University curriculums may offer non-standard weekly patterns, which include, but are not limited to trimesters, block release and intensive courses, double degree, long courses, and summer courses. Accounting for these seasonal variations requires more space and contribute to a more complex and constrained timetable, making it challenging to meet metrics.
- At the faculty level, some faculties may schedule all their lecture content on only 2 days of the week, creating a skew in the utilisation of lecture theatres. On these two days, Tutorial and Active Classrooms remain unused, which the reverse situation occurs on the other days of the week.
- Specialist areas like workshops and labs may be adjacent to classrooms for debriefing or associated tutorial purposes. Students may need to use both rooms but not simultaneously. Therefore, these spaces may not be bookable even if they are not currently in use.
- Different faculties may have varying rules about how many days a week staff must be present at their desks.

The factors that influence performance are often not clear. This makes it difficult to understand why some areas are under-performing.

6.3. Measuring Utilisation in User-Specific Spaces

6.3.1 Workpoints

Some institutions may allocate work points according to a staff member's appointment status (e.g., part-time, full professors), which influences whether they receive private workspaces (enclosed, individual spaces) or hot desks (shared workspaces). However, this topic is outside the current scope of discussion. The definitions of space types focus solely on the nature of the spaces themselves, rather than on the individuals who utilise them or the intended usage. Factors such as utilisation frequency, whether the space is shared or private, and other university-specific considerations should be managed within each institution's own systems, in accordance with the established reporting standards.

6.3.2 HDR-Allocated Workpoints

Space allocated to HDRs on campus often represents some of the most poorly utilised space on campus.

Current Issues:

- Most faculties assign workstations to full-time HDRs, regardless of whether they intend to use the workpoint or not.
- HDR Workstations are often part of shared workspaces, creating a distracting environment which is not conducive to untertaking focused work.
- This results in HDRs seeking alternative locations to study or work, rendering the assigned HDR-allocated space poorly utilised.

Possible Solutions:

- Ask HDRs to nominate when they wish to access their assigned space and prioritise those who wish to be on campus, rather than assigning a seat to every FTE or HDR.
- Track occupancy of existing HDR workpoints to collect crucial utilisation data on how many HDRs to accommodate.
- Provide postgraduate hubs that contain a range of shared amenity, similar to a co-working hub style shared amenity system (hot desking).

When planning the development of new research-focused workspaces, space planners should consider the percentage of HDRs who are on campus at any one time. Future workplace amenity should focus on workspaces that will be available to research staff and HDRs as and when they need it, and accommodate the changing phases of their research. It is important to understand that the nature of research activity changes throughout the course of a PhD (or other research program), with different phases warranting different work/study conditions.

6.3.3 Research Laboratories

Research laboratories present an entirely different set of challenges to measure utilisation. It is understood that physical occupation of research laboratories is not a valid measure of utilisation. The nature of laboratory usage can result in scenarios whereby a 24/7/365 experiment is running in a lab continuously. Though there may be no people physically present in the space, the lab is still 'in use'.

The SIG agreed that research laboratories should be measured for utilisation, to avoid circumstances of laboratories being assigned to researchers for unlimited periods of time and becoming poorly utilised over time. It is thus important for 'Research impact' or 'Criticality' to be factored into the measurement.

One measure of research impact that is being explored is the potential to track the research output of the laboratory users. This may be in the form of research grants, number of completed PhD candidates or the quantum of research papers published. Effective measurement strategies are still being explored.

6.3.4 Self-Study / Breakout Spaces

Optimising breakout spaces can be a challenging endeavour. It is important to note that in the case of underutilisation of breakout spaces, this many not necessarily be due to a lack of interest but rather their positioning and quality of fit out. In addition, there is usually an increase in demand for individual quiet spaces towards the end of semesters, correlating with key assessment periods.

6.4. Setting Occupancy & Frequency Targets

While a 75% target can serve as a general guideline, this target may not work for every institution. Given that each institution has unique dynamics influencing how learning spaces are utilised, there should be flexibility for institutions to determine their own university-specific frequency targets. This is a discourse that warrants further discussion, and we do not propose to have all the answers here.

The table below shows occupancy and frequency target ranges agreed upon by the SIG during workshop discussions.

Type Code	Space Category	Occupancy Target (%)	Frequency Target (%)
100	WORKPLACE	50 - 75	60 -75
		See Section 6.3.	See Section 6.3.
200	GENERAL LEARNING SPACES	> 75	65 - 75
300	WET LABORATORIES - SUEPRLABS	70 - 100	50
	WET LABORATORIES - LEARNING	75	50
	WET LABORATORIES - RESEARCH	See Section 6.3.	See Section 6.3.
350	DRY LABORATORIES - LEARNING	75	50
	DRY LABORATORIES - RESEARCH	See Section 6.3.	See Section 6.3.
400	SIMULATION SPACES	70 - 100	50
500	STUDIOS	75	75
600	WORKSHOPS	75	50
700	ENGAGEMENT SPACES	-	-
800	OUTDOOR ENGAGEMENT SPACES	-	-
900	SUPPORT SPACES	30 - 75	50
1000	ACCOMMODATION	Not in Scope	Not in Scope
1100	NON - USABLE	-	-
1200	NON - REPORTABLE	-	-

6.4.1 Target Exclusions

Some space types are recommended not to be measured or reported for occupancy and frequency, as discussions with the SIG have concluded that statistical data on the usage levels of these spaces is not particularly useful. Usage in these spaces is largely influenced by external factors, including:

- **Time of academic year -** For example, the utilisation of space types such as Quadrangles, Gallery Spaces, Event Spaces, and Halls tends to increase during specific events, such as orientation week or exam periods.
- **Unpredictability of usage -** For instance, it is impossible to predict when a student or staff member may sustain an injury and require access to a first aid room.
- **Privacy -** Certain spaces, such as parent rooms, prayer rooms, and sensory rooms, are essential regardless of their actual usage, as they play a critical role in promoting wellbeing and equity within the university environment.
- **Spaces counted as 'Non-Usable Floor Area' -** Non-habitable service and common-use areas such as toilets and circulation space

The following space types are recommended to be excluded from utilisation reporting.

- **700 Series:** All 'Engagement Spaces'
- **800 Series:** All 'Outdoor Engagement Spaces'
- **Type Codes 940 - 945:** Parent Room, Prayer Room, First Aid Room, Wellness Room, Common Room / Break Room, Respite / Sensory Room
- **1100 Series:** All 'Non-Usable Spaces'
- **1200 Series:** All 'Non-Reportable Spaces'

Note that all the space types classified under 'Engagement Spaces' and 'Outdoor Engagement Spaces' are not reportable; however, they are categorised within these specific category names rather than the 'Non-reportable' category. This decision aligns with the requested revision scope of the 2025 guidelines, which included the establishment of distinct categories for indoor and outdoor ancillary spaces.

6.5. Accurate Reporting - Occupancy & Frequency

Discussions with the SIG also showed that there was a disconnect between the reporting of spaces. It would be possible to report both booked and actual utilisation during benchmarking exercises, but the published results would be unclear as to whether the figures shown pertained to booked or actual utilisation.

It is imperative that standards for surveying and reporting are consistently updated to align with the new Space Planning Guidelines to ensure accurate comparisons can be made in TEFMA's reporting tool and benchmark insights. Therefore, it is important to clarify the definitions of booked and actual occupancy and frequency, and report these data sets separately.

TEFMA Reporting Advice:

- When calculating occupancy for learning spaces, the tutor should not be factored in.
- If fewer than five people are occupying a space designated for formal learning (e.g. one person happens to be using an entire general learning space for self-study), universities should record this for room occupancy, but may choose not to collect data for room frequency, as the room is not being utilised effectively. This should be assessed on a case-by-case basis, as some room types, such as an MRI control room, can operate effectively with only two people present.

BOOKED OCCUPANCY

The number of people the space was booked or timetabled for against the theoretical capacity of that space.

Example:

A tutor books a 30 pax Active Classroom for 24 in-person students.

The booked occupancy of the room for this class is **24/30 x 100% = 80%.**

ACTUAL OCCUPANCY

The number of people actually using the space against the theoretical capacity of that space.

Example:

A tutor books a 30 pax Active Classroom for a lesson. The tutor may have expected 24 students to physically attend, but only 18 students are present in the classroom. The 6 students who attended the class online are not counted as they are not physically making use of the space.

The actual occupancy of the room for this class is **18/30 x 100% = 60%.**

BOOKED FREQUENCY

The number of hours a space is booked against the total number of operation hours.

Example:

A university operates from 9am to 9pm, 5 days a week, resulting in a total of 60 operational hours per week (12 hours x 5 days). An Architecture Studio is booked for 7 hours each day (2 hours for lectures and 5 hours for tutorials) from 9 am to 5 pm, 5 days a week, which totals 35 hours of scheduled use per week (7 hours x 5 days).

The booked frequency of the studio's use is **35/60 x 100% = 58.3%.**

ACTUAL FREQUENCY

The number of hours a space is actually used against the total number of operation hours.

Example:

A university operates from 9am to 9pm, 5 days a week, resulting in a total of 60 operational hours per week (12 hours x 5 days). An Architecture Studio is booked for 7 hours each day (2 hours for lectures and 5 hours for tutorials) from 9 am to 5 pm, 5 days a week, which totals 35 hours of scheduled use per week (7 hours x 5 days).

However, students often remain in the studio to complete their work and sometimes extend their use beyond operational hours. If students consistently stay from 5pm to 9pm on 2 days a week, this adds an additional 8 hours of usage (4 hours x 2 days). Therefore, the actual frequency of the studio's use increases to 43 hours per week (35 hours + 8 hours).

43/60 x 100% = 71.6%.

It is important to note that while dedicated students may stay later, any usage beyond the operational hours (such as from 9pm to 2am) should not be counted as part of the room's utilisation.

Appendices

Appendix A – Glossary

The following appendix outlines the key terms that are relevant in understanding the Space Planning Guidelines. Acronyms and abbreviations are highlighted in orange.

Activity Settings / ABW (Activity Based Working) – People undertake different activities during their workday and therefore require a variety of worksettings to support these different activities, e.g., focus, collaboration, social etc. Departments or teams are typically located in 'neighbourhoods'. These are dedicated areas that contain worksettings, zones, and rooms the team needs to undertake their work. The workstations in an ABW setting are unassigned.

Asset Management – A systematic approach to the procurement, maintenance, operation, rehabilitation and disposal of one or more assets which integrates the utilisation of assets and their performance with the business requirements of asset owners or users. For more details on asset management, refer to the TEFMA SAM Guidelines.

Asset Register – A record of items considered worthy of identification as discrete assets. An asset register includes information about each asset, such as type of construction, technical details, date of acquisition, original cost, accumulated depreciation, written down value, etc.

Bookable Workpoint – Worksettings, spaces and rooms available for employees to reserve.

BYOD – Bring Your Own Device. Enables students, staff and visitors to connect their own devices to WIFI anywhere on campus.

Circulation Space – Trafficable spaces provided within a functional area to link together individual rooms or spaces, including areas occupied by internal walls.

Change Management – A systematic approach to dealing with transition or transformation of a university's goals, processes or technologies. The purpose of change management is to implement strategies of effecting change and helping people to adapt to change. Often change management is implemented in parallel with a new building or refurbishment of an existing space.

Co-working Workplace – The use of a workspace or other work environment by people who are self-employed or working for different employers, typically so as to share equipment, ideas and knowledge. The aim of co-working is to bring creative people together to collaborate and innovate.

DDA – Disability Discrimination Act. Ensures that new buildings and major refurbishments are designed for inclusive access for all people of all abilities.

EFTSL / EFTS – Equivalent Full Time Student Load (AUD) / Equivalent Full Time Student (NZ). An EFTSL / EFTS is an equivalent fulltime student load for a year. It is a measure, in respect of a *course of study, of the study load for a year of a student undertaking that course of study on a fulltime basis.

Enclosed Workspace or 'Cellular' Workplace – Comprised of allocated cellular private workspaces.

FECA – Fully Enclosed Covered Area (m²). See Chapter 5 for detailed definitions and example diagrams.

FTE – Full Time Employee / Employed / Equivalent. The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek. When an employer has a 40-hour workweek, employees who are scheduled to work 40 hours per week are 1.0 FTEs.

GFA – Gross Floor Area (m²). See Chapter 5 for detailed definitions and example diagrams.

HE – Higher Education.

Hot Desking Workplace – The practice whereby people use unassigned workstations for a temporary period of time.

Hybrid Workplace – A flexible model which incorporates elements of the other workplace models listed here. It supports a mix of workstyles and personal working preferences. It also supports all aspects of a distributed workforce, including people working in the workspace and people working remotely. Workspace is comprised of open or semi-enclosed (e.g., cubicles) workstations that are allocated to people.

NLA – Net Lettable Area (m²). See Chapter 5 for detailed definitions and example diagrams.

NUFA – Non Usable Floor Area (m²). See Chapter 5 for detailed definitions and example diagrams.

Room Frequency – The number of hours the room is in use during a defined period. This measure can be 'booked use' or 'actual use'. See Section 6.5 for full definitions and examples.

Room Capacity (Workplace) – This is the total number of workstations that can be accommodated in a space.

Room Occupancy (Workplace) – This refers to the number of staff that are allocated to a space.

Seat Occupancy – This represents the number of students in the room when the room is in use, compared to the total room capacity.

SIG - Special Interest Group. See Acknowledgements page for full list of contributors to this document.

SoA – Schedule of Accommodation. This is an itemised list of functional and ancillary spaces that account for all areas within a building envelope.

Space Budget – A refined version of a schedule of accommodation, applying to a specific component of a building.

SQM – Square Metre (m²).

Tertiary Circulation – The space directly surrounding a workpoint. This is not considered part of the primary circulation.

UCA – Uncovered Area (m²). See Chapter 5 for detailed definitions and example diagrams.

UFA – Usable Floor Area (m²). See Chapter 5 for detailed definitions and example diagrams.

Util - Utilisation. Measures how many of the total available seat hours were occupied during the audit period, thus the % of seat hours used out of the total seat hours available.

Appendix B – Space Definitions

The following space type definitions aim to create a cohesive and streamlined approach to room naming and categorisation, with the long-term goal of enabling unified reporting of space usage in the higher education sector. **These space types are defined by function and fitout requirements, not by primary user group. Where necessary, these space types can be duplicated for multiple user groups.**

Different institutions may use varying terminologies and classifications for similar spaces. This was a key consideration in developing our categorisations and definitions. Because of this, the names and definitions of space types have been carefully designed to be intuitive and translate across a range of space types found on different campuses.

Our aim is to provide a translation that flexibly accommodates each university's organisational needs and unique reporting requirements, while still aligning with the broader standards implemented in this document. We encourage universities to interpret the space type definitions and fit-out recommendations outlined in this Appendix B, aligning them with their own internal space naming conventions. We recognise that each university has its own unique spatial requirements, and there may be specialised facilities that do not conform to the space types listed here.

Space planners may choose to change the name of a space type in their own system to reflect this new guideline, to avoid impacting the type code associated with it. Alternatively, they may prefer to keep the name of the space in their own internal systems, recognising that it has a different meaning in TEFMA guideline language.

It is a deliberate choice not to include recommendations for room occupancy capacities (with some exceptions, e.g. health-related spaces), as each university will determine the appropriate space capacities based on their campus scale. Furthermore, the space metrics per person do not include preparation areas or storage.

Please note that the Space Type names and Type Codes presented in this document are intended as guidelines only. Institutions are not required to follow these conventions for their internal reporting, as each university will have their own distinct internal space classification methodology.

PRIMARY ROOM TYPE CODE: 1

SPACE TYPE CATEGORY: WORKPLACE

***** The space types in this category may need to be duplicated for 'non-academic staff', 'teaching staff', 'research staff' etc., understanding that different groups of university employees will likely not be using the same workplace environment.

101 OFFICE - INDIVIDUAL

Area (m²) / Person:

Faculty / Staff: 10.0 - 12.0

Fitout:

- Desk chairs
- Visitor Chairs
- Power points
- Writable surfaces
- Workstations
- Acoustically treated

Definition:

This is a private workspace designed for a single occupant, providing a dedicated area for focused work, meetings, and personal tasks. An example of this workspace type are private offices designated for senior management or executives.

Other Considerations:

- Potential Adjacencies: - Open Workspace (Shared), Support Spaces
- This metric should only be used as a starting point prior to engaging with stakeholders

102 OFFICE - SHARED (2 PAX)

Area (m²) / Person:

Faculty / Staff: 6.0

Fitout:

- Workstations
- Desk chairs
- Storage joinery
- Writable surfaces
- Acoustically treated

Definition:

This is a workspace designed for 2 people to work independently in a private, enclosed setting.

Other Considerations:

- Potential Adjacencies - Open Workspace (Shared), Support Spaces
- This metric should only be used as a starting point prior to engaging with stakeholders

103 OFFICE - SHARED (3 - 8 PAX)

Area (m²) / Person:

Faculty / Staff: 6.0

Fitout:

- Workstations
- Desk chairs
- Storage joinery
- Writable surfaces
- Acoustically treated

Definition:

This is a workspace designed for a small group of people to work independently in a private, enclosed setting. This setup is ideal for fostering small team interaction and communication while minimizing distractions and noise.

Other Considerations:

- Potential Adjacencies - Open Workspace (Shared), Support Spaces
- This metric should only be used as a starting point prior to engaging with stakeholders

104 OPEN WORKSPACE - SHARED

Area (m²) / Person:

Faculty / Staff: 6.0

Fitout:

- Workstations
- Desk chairs
- Storage joinery
- Writable surfaces

Definition:

This is a modern workspace design that promotes collaboration and communication among employees by eliminating traditional cubicles and barriers. This type of workspace layout features an open floor plan where workstations are arranged in a way that encourages interaction and teamwork and facilitates a more dynamic and flexible work environment.

Other Considerations:

- Potential Adjacencies - Support Spaces, Office (Shared), Office (Individual)
- Work points can be assigned, bookable or free to use based on each institution's discretion

105 OPEN WORKSPACE - HDR SHARED

Area (m²) / Person:

HDR: 4.0

Fitout:

- See: 104 - Open Workspace (Shared)

Definition:

Similar to the space type above, this workspace is a collaborative workspace, but is specifically designed for students undertaking Higher Degree Research (HDR) programs. This particularly regards the layout of the workstations and enclosures around the workstations.

Other Considerations:

- See: 104 - Open Workspace (Shared)
- HDR and PhD student contracts often stipulate having dedicated workspaces to support their research work

PRIMARY ROOM TYPE CODE: 2	SPACE TYPE CATEGORY: GENERAL LEARNING SPACE
200	**TUTORIAL ROOM**
Area (m²) / person: 2.0 **Fit Out:** > Lectern with space for notes and teaching materials > Student desks > Chairs > Writable surfaces	**Definition:** These are formal spaces for instruction, typically consisting of a clear 'front' where the teacher stands or sits. Students would sit at rows of desks and face this front, which creates a hierarchical structure where the teacher is the primary source of knowledge and authority. The settings are well suited to Socratic-style teaching and learning, where the educator facilitates a discussion. These spaces have changed very little in the past 20 years, apart from some improvements to AV equipment. They are typically limited in their capacity to enable student access to technology and enable a collaborative learning experience. **Other Considerations:** > This setup can lead to a passive learning experience for students, as they primarily receive information rather than actively engaging with it > Screens being wall-mounted tends to cause desks to be arranged in a fixed position to suit the peripherals of the visuals > This room type is a very common teaching space type but is being phased out in newer campuses. Expect that overtime, these will transition to Active Classrooms, either through: · Refurbishment (e.g. combining two tutorial rooms into one larger classroom) · Replacing furniture · Reducing student capacity per room
201	**ACTIVE CLASSROOM / COLLABORATIVE LEARNING SPACE**
Area (m²) / person: 2.5 - 3.0 **Fit Out** > Podium / Lectern with space for notes and teaching materials > AV equipment (projectors, screens, audio systems, microphones) > Writable surfaces > Acoustically treated	**Definition:** As educational design and pedagogy evolves, the industry standard for modern classrooms is moving towards supporting collaboration and interaction. These spaces have been variously referred to as 'flexible' or 'collaborative', however, within these Space Planning Guidelines we will be collectively referring to these spaces as 'active classrooms', reflecting the understanding that this is a terminology many tertiary students arriving straight from high school find more familiar. Active classrooms remove the 'front' of the room and shift the focus away from teacher-centred to student-led learning. This allows for more interaction and engagement fostering discussions, group work, and peer-to-peer learning. Students can move between small groups and working independently without being confined to a fixed position. **Other Considerations:** > These learning space designs have adapted to enable a greater array of learning and teaching activities, translating to a larger footprint per occupant to account for small group settings and increased circulation > The capacity of these rooms should consider small group to large group settings. The most common small group setting is 6 people. Some universities are scaling up the occupancy of these rooms to as many as 120 people. It is advised to consider occupancy in terms of multiples of 6 (e.g. 30, 60, 90, 120) > Active classrooms facilitate more interaction, so higher noise levels and appropriate acoustic treatment of spaces should be considered

PRIMARY ROOM TYPE CODE: 2	SPACE TYPE CATEGORY: GENERAL LEARNING SPACE
202	**LECTURE THEATRE**
Area (m²) / Person: 1.0 – 1.5 **Fit out:** > Podium / Lectern with space for notes and learning materials > Tiered seating > AV equipment (projectors, screens, audio systems, microphones) > Writable surfaces > Acoustically treated	**Definition:** These are spaces designed for delivering presentations, lectures, and educational talks to larger groups of students or audiences. Seating is usually tiered and the design and fit out should maximise visibility and ensure that everyone can hear effectively and have a clear view of the speaker and presentation slides. A designated area is usually provided for the lecturer. **Other Considerations:** > In the wake of the Covid-19 pandemic, many tertiary institutions are reevaluating the necessity of face-to-face lectures > Personal consumer technology is at a level that allows universities to deliver academic programs almost entirely online to students > The quantum of lecture theatres is expected to gradually reduce in new campus designs > There is a likelihood that lecture theatres will have diminishing requirements in the future > The use of a lecture theatre's AV technology may take precedence over the actual space itself > The Room Frequency Factor (RFF) for technology-enabled rooms may be lower due to the additional time required for users to set up equipment and settle into their seats > It is important to acknowledge the unique operational needs of tech-enabled spaces compared to other room types and their effect on utilisation targets
203	**PROBLEM-BASED LEARNING SPACE / TIMETABLED MEETING ROOM**
Area (m²) / Person: 2.5 **Fit out:** > Chairs > Collaboration table > Power points > Writable surfaces > Digital screens > Acoustically treated	**Definition:** These are small, meeting-room style spaces designed to facilitate group work, discussions, and collaboration, particularly in conjunction with educational methods like Problem-Based Learning (PBL). They often operate similarly to meeting rooms but are classified here as formal learning spaces as they are timetabled and usually adjacent to larger forum spaces such as Harvard-style Classrooms for Business / Commerce students. When non-timetabled, these meeting rooms are referred to as Small Group (Enclosed) informal spaces (see Breakout Spaces) **Other Considerations:** > Potential adjacencies: Active classroom, Harvard-style classroom > Some institutions are experimenting with partitionable spaces that can be opened and closed to provide greater flexibility to the learning environment > These can also serve as bookable spaces available to students during non-timetabled hours
204	**GENERAL COMPUTING ROOM**
Area (m²) / Person: 2.7 – 3.0 **Fitout:** > Flexible workstations > Moveable furniture > Power outlets > Writable surfaces > Projectors > Screens > Workstations / Computers	**Definition:** These are formal, timetabled learning spaces equipped with computer stations for the purposes of computer-based learning. The layout typically includes flexible seating arrangements and provided workstations to accommodate individuals or collaborative groups. **Other Considerations:** > Security protocols, such as secure Wi-Fi access and data protection measures, need to be implemented to safeguard users' information and the network > Note that there is still demand for general computing rooms, even though most students carry their own laptop to campus. This is because students still value open access to high quality computers with large screens. > Understand the AV and ICT requirements for each computing space as this influences and guides the location of learning areas

PRIMARY ROOM TYPE CODE: 3	SPACE TYPE CATEGORY: WET LABORATORIES
300	**GENERIC LABORATORY**
Area (m²) / Person: 4.0 - 5.0 **Fitout:** > Lab benches > Lab sinks > Water supply > Drainage > Chemical fume hoods > Safety Equipment	**Definition:** These are high-service laboratories primarily designed for the instruction of students that typically involve rows of benches with support spaces located adjacent to the bench area. **Other Considerations**: > Potential adjacencies - storage areas, support spaces, debrief areas, lecture area > This laboratory configuration is typically used for instructing students, and is not generally a space type used by research faculty.
301	**SUPER LABORATORY**
Occupancy The largest known Super Lab has a capacity of 240 people, but any teaching laboratory in excess of 60 people could be classified as one. **Area (m²) / Person:** 4.0 - 5.0 **Fitout:** > Lab benches > Lab sinks > Water supply > Drainage > Chemical fume hoods > Safety Equipment	**Definition:** These are large capacity science laboratories that typically involve several generic wet laboratories located side-by-side with adjacent support spaces and debrief areas. They are usually designed as rows of benches with support spaces located adjacent to the bench area. The primary benefit of the Super Lab concept is increased flexibility and improved utilisation to provide an excellent student experience. Their increasing popularity in new University fitouts highlights the shift away from the traditional 'ownership' model to a 'shared' model of access. See Appendix C: Space Type Adjacencies for Super Labs adjacency diagram. **Other Considerations**: > Potential adjacencies - Shared support spaces, Debrief rooms, Lecture area, Loading dock, Back-of-House (BOH) facilities > This laboratory configuration is typically used for instructing large numbers of students at a time, and is not generally a space type used by research faculty. > There are currently not enough examples to report on this unique space metric, however, the indications are that the metrics are closely aligned with historic space allocations for wet lab teaching spaces. > Lab may be separated by operable partition walls to allow students to learn as one large class or in separate smaller classes taught in parallel within the same environment. > Consider benches designed on castors to enable future reconfiguration. > It is expected that more Super Labs will be introduced into campus space taxonomy > Space metrics may prove to reduce slightly as more examples emerge > Support spaces may be located adjacent to the bench area to facilitate the sharing of equipment, potentially leading to knowledge exchange, serendipitous collaborations and better maintenance of equipment > As more space is allocated to laboratory sessions, more lecture spaces will also be required. This may result in fewer lectures overall to accommodate the increase in laboratory rooms. > There is a need to consider how students may start with a lecture and then shift into tutorials and specialist spaces (laboratories and workshops) > This laboratory configuration is typically used for instructing large numbers of students at a time, and is not generally a space type used by research faculty.

PRIMARY ROOM TYPE CODE: 3	SPACE TYPE CATEGORY: WET LABORATORIES
310 - LEARNING **330 - RESEARCH**	**PC-RATED (PHYSICAL CONTAINMENT) LABORATORY**
Area (m²) / Person: Learning: 6.0 - 7.0 Research: 16.0 **Fitout:** > Physical barriers > Air filtration systems > Decontamination Facilities	**Definition:** These are specialised facilities designed to safely handle and contain biological agents, pathogens, or hazardous materials that pose a risk to human health or the environment. These spaces are typically used to facilitate research and experimentation in areas such as microbiology, vaccine development, public health and biodefense. The fitout is structured to prevent the release of harmful substances into the surrounding environment and to protect laboratory personnel from exposure. **Other Considerations**: > There are four levels of physical containment established by the Workspace of Gene Technology Regulator (OGTR Guidelines). Different labs will be assigned a rating that is appropriate to the nature of microorganisms being handled. > High-service laboratories will have different spatial and fitout requirements depending on whether they are used for coursework instruction or professional research purposes. A teaching laboratory will not be used for research purposes.
311 - LEARNING **331 - RESEARCH**	**BIOLOGICAL LABORATORY**
Area (m²) / Person: Learning: 6.0 - 7.0 Research: 16.0 **Fitout:** > Microscopes > Centrifuges > Incubators > PCR Machines > Sterilisation / Decontamination autoclaves > Storage facilities > Refrigeration units	**Definition:** These are specialised facilities dedicated to the study and research of living organisms, biological processes, and the interactions of various biological systems. These laboratories are equipped with specialised tools, equipment, and safety measures to facilitate experiments and analyses in fields such as microbiology, molecular biology, biochemistry, cell culture and genetics. **Other Considerations**: > Biological laboratories must maintain controlled environmental conditions such as specific temperature, humidity and light settings to create optimal settings for experiments that involve living organisms > High-service laboratories will have different spatial and fitout requirements depending on whether they are used for coursework instruction or professional research purposes. A teaching laboratory will not be used for research purposes. > May be PC-Rated. See: 310/330 - PC-Rated Laboratory
312 - LEARNING **332 - RESEARCH**	**CHEMICAL LABORATORY**
Area (m²) / Person: Learning: 6.0 - 7.0 Research: 16.0 **Fitout:** > Bunsen burners > Beakers / flasks > Pipettes / Syringes > Spectrophotometers > Chemical cabinets > Refrigerators > Lab benches > Lab Sinks > Fume hoods > Safety showers > Eyewash station > Fire extinguisher > Storage facilities	**Definition:** These are specialised facilities dedicated to the study and research of chemical synthesis, analysis and experimentation involving various chemical compounds. These laboratories are equipped with specialised tools, equipment, and safety measures to facilitate experiments and analyses in fields such as organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. **Other Considerations**: > Chemical laboratories must maintain controlled environmental conditions such as specific temperature, humidity and light settings to ensure accuracy and reliability of experiments as chemical elements have distinct properties > Planning considerations should be given to safe storage areas, particularly pertaining to storing hazardous materials, temperature-sensitive chemicals and samples > High-service laboratories will have different spatial and fitout requirements depending on whether they are used for coursework instruction or professional research purposes. A teaching laboratory will not be used for research purposes. > May be PC-Rated. See: 310/330 - PC-Rated Laboratory

PRIMARY ROOM TYPE CODE: 3

SPACE TYPE CATEGORY: WET LABORATORIES

313 - LEARNING
333 - RESEARCH

ENVIRONMENTAL LABORATORY

Area (m²) / Person:

Learning: 6.0 - 7.0

Research: 16.0

Fitout:

- Chromatographer
- Mass Spectrometers
- Spectrophotometers
- Refrigerators
- Centrifuges
- Fume Hoods
- Incubators
- Particle counters

Definition:

These are specialised facilities dedicated to the study and research of environmental samples, such as the quality of air, water, soil, biological systems, as well as understanding the impact of human activity on the environment. These laboratories are equipped with specialised tools, equipment, and safety measures to facilitate experiments and analyses in water and air quality, soil composition and ecotoxicology.

Other Considerations:

- Environmental laboratories must implement safety protocols to handle potentially hazardous materials and samples. This includes the use of personal protective equipment (PPE), proper waste disposal systems, and adherence to environmental regulations.
- Fieldwork is sometimes required to collect samples and monitor environmental conditions in real-time. This may involve portable equipment for on-site testing which needs to be included in the fitout.
- High-service laboratories will have different spatial and fitout requirements depending on whether they are used for coursework instruction or professional research purposes. A teaching laboratory will not be used for research purposes.
- May be PC-Rated. See Space Type: 310/330 - PC-Rated Laboratory

314 - LEARNING
334 - RESEARCH

MEDICAL LABORATORY

Area (m²) / Person:

Learning: 6.0 - 7.0

Research: 16.0

Fitout:

- Analysers
- Microscopes
- Centrifuges
- Incubators
- Lab benches
- Lab Sinks
- Fume hoods
- Refrigerators
- Storage facilities

Definition:

These are specialised facilities that perform diagnostic tests on clinical specimens to provide information for the diagnosis, treatment, and prevention of diseases. These laboratories play a crucial role in healthcare by supporting clinical decision-making and patient management. They are equipped with specialised tools, equipment, and safety measures to facilitate experiments and analyses in clinical chemistry, hematology, microbiology, immunology, and pathology among others.

Other Considerations:

- Medical laboratories must adhere to strict quality control protocols to ensure the accuracy and reliability of test results. This includes regular calibration of equipment, participation in proficiency testing, and adherence to standard operating procedures
- Many medical laboratories must be accredited by organizations such as NSW Health ensuring that they meet established standards for laboratory practices and patient safety
- High-service laboratories will have different spatial and fitout requirements depending on whether they are used for coursework instruction or professional research purposes. A teaching laboratory will not be used for research purposes.
- May be PC-Rated. See: 310/330 - PC-Rated Laboratory

PRIMARY ROOM TYPE CODE: 3.5

SPACE TYPE CATEGORY: DRY LABORATORIES

350 - LEARNING
370 - RESEARCH

PHYSICS LABORATORY

Area (m²) / Person:

Learning: 5.0 - 6.0

Research: Discipline-dependent.

Fitout:

- Oscilloscopes
- Spectrometers
- Vacuum Chambers
- Laser Systems
- Computers / Workstations

Definition:

These are specialised facilities dedicated to the study and research of physical processes. These laboratories are equipped with specialised tools, equipment, and safety measures to facilitate experiments, validate theories and analyses in fields such as classical mechanics, electromagnetism, optics, thermodynamics, quantum physics, nuclear physics and particle physics.

Other Considerations:

- Some experiments may require specific environmental conditions, such as temperature control or reduced pressure, which need to be maintained
- Specific hardware (specialist equipment) and software requirements may be required on a project-by-project basis depending on the brief

PRIMARY ROOM TYPE CODE: 3.5	SPACE TYPE CATEGORY: DRY LABORATORIES
351 - LEARNING **371 - RESEARCH**	**ENGINEERING LABORATORY**
Area (m²) / Person: Research: 5.0 - 6.0 Teaching: 3.0 - 3.5 **Fitout:** > Computers / Workstations > 3D Printers > CNC Machines > Laser Cutters	**Definition:** An engineering laboratory is a controlled environment designed for conducting experiments, research, and testing related to various engineering disciplines. It is typically equipped with specialised equipment and tools for experimentation, analysis, and research. Not to be confused with engineering workshops, which are focused on hands-on training, skill development, and practical application of engineering concepts. **Other Considerations:** > While dry labs do not require the same level of environmental control as wet labs, they may still need specific conditions for certain experiments, such as temperature-controlled rooms or vibration-free environments for sensitive measurements > Some dry laboratories, especially those involved in semiconductor research or nanotechnology, may include cleanroom environments to minimize contamination from dust and particles > It is difficult to benchmark a clear space metric for this typology as each space will be dependent upon the types of equipment, scale and rage of activities > Potential adjacency: 600 - Maker Space
352 - LEARNING **372 - RESEARCH**	**COMPUTATIONAL LABORATORY**
Area (m²) / Person: Research: 5.0 - 6.0 Teaching: 2.7 - 3.0 **Fitout:** > Powerful servers / clusters > Advanced software and tools > Large-capacity data storage solutions (dedicated data servers, cloud storage etc.) > High-speed internet connectivity > Extensive databases > Computers / Workstations	**Definition:** Specialised Computational Labs are dedicated spaces designed for advanced computational research and data analysis across various scientific and technical fields, such as bioinformatics, computational chemistry, data science, artificial intelligence, climate modelling and engineering simulation. These labs are equipped with high-performance computing resources, software, and tools that facilitate complex simulations, data processing, and computational modelling. **Other Considerations:** > The AV and ICT requirements of each space can often influence or guide the location of teaching points, which enables large spaces to accommodate a mix of classes when not occupied by a single cohort. > Not to be confused with 204 - General Computing Room > There may be considerable servicing requirements that can impact local or central plant areas and should be designed for from the outset of the project > Specific hardware (specialist equipment) and software requirements may be required on a project-by-project basis depending on the brief
353 - LEARNING **373 - RESEARCH**	**PSYCHOLOGY / HUMAN MOVEMENT LABORATORY**
Area (m²) / Person: Research: 5.0 - 6.0 Teaching: 3.0 - 3.5 **Fitout:** > EEG machine > Eye-tracking device > Acoustically-controlled > Testing stations > Control panels > Ergonomic furniture > Flexible seating > Storage	**Definition:** This is a specialised environment designed for conduction research and experiments related to human psychology and movement. While interaction with participants (volunteer test subjects) is a component of this space type, the focus is primarily on structured research protocols than patient consultation. **Other Considerations:** > May be PC-Rated. See: 310/330 - PC-Rated Laboratory Psychology labs, provide a controlled setting that allows for the manipulation of variables and the observation of behaviours under specific conditions. > Not to be confused with 450 - Psychology Consult Room. A psychology lab primarily facilitates research activities, whereas a psychology consultation room is more oriented towards clinical practice and patient interaction.

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
400	**MOOT COURT**
Area (m²) / Person: 3.0 - 4.0 **Fitout:** > Judge's bench > Witness stand > Jury box > Courtroom seating for attorneys, clients & spectators > AV equipment (projectors, screens, audio systems, microphones) > Writable surfaces > AV equipment	**Definition:** A moot court is a specialised training room designed for legal education, allowing law students to practice and simulate court proceedings and prepare them for real-world legal practice. This space is intended to replicate a real courtroom environment, allowing students to develop their advocacy, legal reasoning, and public speaking skills through mock trials and legal arguments.
401	**CYBER SECURITY**
Area (m²) / Person: 2.0 **Fitout:** > Workstations > Networking equipment (routers, switches, firewalls, servers) > Surveillance cameras	**Definition:** A cybersecurity simulation room is a facility designed to provide security protocol training, incident-response training and practical experience in cybersecurity practices and techniques. This room simulates real-world cyber threats and security incidents, allowing students to develop and test their skills in a controlled environment. **Other Considerations**: > It is imperative to understand the AV and ICT requirements for each computing space as this influences and guides the location of learning points > There may be considerable servicing requirements that can impact local or central plant areas and should be designed for from the outset of a project > There may be specific hardware (specialist equipment) or software requirements to enable the space to function as intended. These considerations should be undertaken on a project-by-project basis as the requirements will vary depending on the project brief.
402	**TRADING ROOM**
Area (m²) / Person: 4.7 **Fitout:** > Trading workstations > AV equipment > Writable surfaces > Chairs	**Definition:** A trading simulation room is a specialised facility designed to provide students with hands-on experience in financial trading, investment strategy, market analysis, risk management, and decision-making. It simulates a real-world trading environment, allowing participants to practice trading stocks, commodities, currencies, and other financial instruments without the risk of actual financial loss. **Other Considerations**: > Potential adjacencies - Collaboration / Breakout areas
403	**VIRTUAL REALITY (VR) ROOM**
Area (m²) / Person: 10.0 **Fitout:** > VR headsets > Motion tracking systems > Input devices (head controllers, gloves, haptic feedback) > High-performance computers > Projection system > Safety padding + barriers	**Definition:** A virtual reality (VR) room is a space designed to facilitate immersive experiences using virtual reality technology. This room is equipped with the necessary hardware, software, and infrastructure to create a fully interactive virtual environment where users can engage in simulations, training or educational experiences. In an educational context, these rooms are generally used in healthcare and design disciplines.

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
420	**SIMULATION HOSPITAL WARD (SHARED)**
Occupancy: Per bed bay: 1 patient, 1 staff, 1 optional visitor **Briefed Area:** 9.0m² (per bed bay) **Area (m²) / Person:** 3.0 **Fitout:** > Patient Beds > High-fidelity manikins > Vital signs monitors > Defibrillators > IV pumps & Infusion devices > Medical services panel > Writable surfaces > Display screens > Dispensers > Advanced monitoring systems	**Definition:** A simulation hospital ward is a specialised training facility designed to replicate a hospital ward environment for the purpose of training healthcare professionals (medical students, nurses, allied health staff, etc.) This simulation ward provides a realistic setting where students can practice clinical skills and engage in patient care scenarios. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: 4BR-ST (4 Bed Room – Inboard Suite). Duplicate bays as per project requirements. See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > For patient: nurse ratio in clinical areas, refer to NSW Health Safe Staffing Levels (March 2024) > Potential adjacencies - Simulation Bathroom, Nursing Station, Debriefing Area, Control Room > Natural light and outlook is essential and the patients will need to have an external outlook from either the chair or the bed > The spatial allowance should accommodate staff working at either side of the bed, however it is assumed that nursing care will predominately occur in the space in between the beds.
421	**SIMULATION HOSPITAL ROOM (PRIVATE)**
Occupancy: 1 patient, 1-2 staff, 1-2 optional visitors **Briefed Area:** 16.0m² **Area (m²) / Person:** 3.2 - 5.3 **Fitout:** > Patient Beds > High-fidelity manikins > Vital signs monitors > Defibrillators > IV pumps & Infusion devices > Medical services panel > Writable surfaces > Display screens > Dispensers > Advanced monitoring systems	**Definition:** A simulation hospital ward is a specialised training facility designed to replicate an ensuite hospital room environment for the purpose of training healthcare professionals (medical students, nurses, allied health staff, etc.) This simulation ward provides a realistic setting where students can practice clinical skills and engage in patient care scenarios. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: 1BR-ST-A1 (1 Bed Room – Inboard Suite, Type 1). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > For patient: nurse ratio in clinical areas, refer to NSW Health Safe Staffing Levels (March 2024) > Potential adjacencies - Patient Ensuite bathroom, Nursing Station, Debriefing Area, Control Room > Natural light and outlook is essential and the patients will need to have an external outlook from either the chair or the bed, preferably both > The spatial allowance should accommodate staff working at either side of the bed, however it is assumed that nursing care will predominately occur at the side of the bed closest to the entry door > A 1 bedroom hospital ensuite may also be used as a simulation Isolation Room - Class S (Standard Pressure). Refer to AHFG.

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
422	**SIMULATION HOSPITAL BATHROOM**
Occupancy: 1 patient, 2 staff **Briefed Area:** 15.0m² **Area (m²) / Person:** 5.0 **Fitout:** > Mirror > Dispensers > Backrest > Hook > Grab rail > Shower curtain > Sink > Shower fixtures > Shower chair > Accessible toilet > commode > Call buttons	**Definition:** A simulation hospital bathroom allows nursing students to practice assisted bathing, transfer, dressing and grooming of patients. **Other Considerations:** > Potential adjacencies: Simulation hospital ward > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: BATH (Bathroom). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > The layout should allow for maneuvering of a patient on a lifting device, commode chair, wheelchair or shower trolley > Placement of the toilet should allow assistance from both sides > A height adjustable bath may be provided instead of a shower trolley depending on service requirements > Bariatric capability may be considered; refer to project specific requirements > Signage with braille tactiles to nominate 'Bathroom' to be provided
423	**SIMULATION OPERATING THEATRE**
Occupancy: 1 patient, 5 -12 staff **Briefed Area:** 60.0m² **Area (m²) / Person:** 4.6 - 10.0 **Fitout:** > Surgical table > Anaesthesia machine > High-fidelity manikins > AV equipment > PPE & supply store	**Definition:** An operating theatre in a university context is designed to replicate the environment and conditions of a real surgical operating room. It provides a controlled setting where medical and nursing students can practice surgical techniques, teamwork, and emergency procedures without risk to patients. Specialist Operating Rooms can include Neurosurgery, Orthopaedics, Cardiac Surgery, Obstetrics and Trauma. **Other Considerations:** > Potential adjacencies: Debriefing area, Scrub Area > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: ORGN (Operating Room - General). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > Lead shielding may be required depending on use of X-ray equipment; to be assessed by Radiation Consultant
424	**CLEAN PREPARATION ROOM**
Occupancy: 1-2 staff **Briefed Area:** 12.0m² **Area (m²) / Person:** 6.0 – 12.0 **Fitout:** > Sink > Dispenser > Trolley > Bins > Bench top > Storage joinery > Fume cupboard	**Definition:** A preparation room in a university context is a dedicated area for training students in the extemporaneous preparation and compounding of non-aseptically prepared products and cleaning of equipment as required. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: PHA-PR (Pharmacy – Preparation Room, Non-Aseptic). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > Potential adjacencies: Simulated dispensing area (for phamaceutical students)

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
425	**CLEAN STORE**
Occupancy: 1-2 **Briefed Area:** 10.0m² **Area (m²) / Person:** 5.0 – 10.0 **Fitout:** > Writable surfaces > Dispensers > Bench top > Storage joinery > Shelving	**Definition:** A preparation room in a is a dedicated clinical simulation area for the storage of clean consumables and equipment for patient care. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: CLN-10 (Clean Store). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant.
426	**DIRTY UTILITY**
Occupancy: 1-2 **Briefed Area:** 10.0m² **Area (m2) / Person:** 5.0 – 10.0 **Fitout:** > Sink > Dispenser > Bench > Shelving > Bin > Trolley > Linen carrier > Washer sanitiser > Urinalysis	**Definition:** A dirty utility room in a university context provides a space to train students in the decontamination and storage of bedpans, urinals and bowls, testing and disposal of patient specimens, disposal of clinical and other wastes, cleaning and holding of used equipment for collection, and holding of soiled linen for collection. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: DTUR-10 (Dirty Utility). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant.
427	**SIMULATION CONTROL ROOM**
Occupancy: 2 - 4 **Briefed Area:** 12.0m² **Area (m²) / Person:** 3.0 - 6.0 **Fitout:** > Observation window > Writable surfaces > Dispenser > Workstations x 2 > Dual monitors > Microphone > Printer > Telephone > Control unit	**Definition:** A medical control room is a space where medical students can practice monitoring and managing patient flow, and make decisions to improve patient care. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: CTCR (CT Imaging Control Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant > Adjacencies: CT equipment store > Radiation shielding as advised by radiation consultant > Cable ducts from CT Imaging and CT Equipment Room will be required > Additional space may be required for an AW (Advantage Workstation) workstation which will require 2 GPOs

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
428	**SCRUB AREA**
Occupancy: 2 - 3 **Briefed Area:** 4.0m² **Area (m2) / Person:** 1.3 - 2.0 **Fitout:** > Sinks > Dispensers > Mirror > Bin > Shelving	**Definition:** The Scrub-up room provides an area for students to prepare for pre-operative scrubbing and gloving. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: SCRB-4 (Scrub Up), which includes provisions for 2 handwashing areas (1 trough, 2 faucets). Duplicate as required per the projected number of students using the clinical simulation areas. See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > Minimum 900mm clearance between scrub stations > Taps to be automatically operated (non-touch)
429	**CLINICAL CONSULT ROOM**
Occupancy: 1 patient, 1 medical professional, 1 optional visitor **Briefed Area:** 12.0m² **Area (m²) / Person:** 4.0 - 6.0 **Fitout:** > Desk chair > Desk > Workstation > Examination bed > Patient Chair > Dispensers > Bins > Services panel > Storage joinery > Acoustically treated	**Definition:** A clinical consult training room is designed to replicate a real clinical consultation environment where medical, nursing and allied health students can practice and hone their skills in patient assessment, communication, and diagnostic techniques, with standardised patients or high-fidelity simulators. **Other Considerations:** > Ensure the room has adequate acoustic treatment to maintain patient confidentiality and minimise distractions during consultations. > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: CONS (Consult Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > A second door may be required for staff safety and security; the location of the second door will be dependent on the availability an appropriate area to egress. > If this room is used for clinical placement with live patients, an operational model for responding to calls from staff/patients will be needed to support the inclusion of a nurse call system and is to be determined based on service requirements
430	**MRI CONTROL ROOM**
Occupancy: 2 - 3 **Briefed Area:** 14.0m² **Area (m²) / Person:** 4.7 - 7.0 **Fitout:** > Blinds > Whiteboard > Workstations x2 > Desk chairs > Computer > Display screen > Microphone > Control Panel	**Definition:** An MRI control room is a dedicated space within the medical training facility or imaging centre that houses the equipment and personnel responsible for operating Magnetic Resonance Imaging (MRI) machines. This room is crucial for ensuring the safe and effective management of MRI scans, and trains students in the imaging and diagnosis of various medical conditions. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: MRICR (MRI Control Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > Required adjacencies: MRI equipment room, MRI room > This room must be adjacent to the MRI Imaging Room with direct visibility to the patient for remote control of equipment, and review and reporting of procedure images. > Radiation shielding as advised by radiation consultant > Cable ducts from CT Imaging and CT Equipment Room will be required > Additional space may be required for an AW (Advantage Workstation) workstation which will require 2 GPOs

PRIMARY ROOM TYPE CODE: 4 — SPACE TYPE CATEGORY: SIMULATION SPACES

431 MRI IMAGING ROOM

Occupancy:

1 patient, 3 staff

Briefed Area:

46.0m²

Area (m²) / Person:

11.5

Fitout:

- MRI machine
- Services panel
- Door protection
- Trolley
- Flowmeter
- Acoustically-treated

Definition:

This is a simulated Imaging Room for Magnetic Resonance Imaging (MRI), for the purposes of training medical / radiology students in scanning and imaging procedures of a patient's internal structures.

Other Considerations:

- All finishes, fixtures and equipment in this room must be MRI compatible and constructed of non-ferrous material (non-magnetic)
- Magnetic and radiofrequency shielding are required, specialist consultant advice should be sought
- Structural assessment is required to ensure the floor and access routes to the room will accommodate the weight of the MRI unit
- This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: MRIR (MRI Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant.
- Required adjacencies: MRI equipment room, MRI control room
- Cable ducts from CT Imaging and CT Equipment Room will be require

432 ORTHOPTIC TRAINING ROOM

Area (m²) / Person:

5.0 - 10.0

Fitout:

- Ocular motility testing equipment
- Stereoacuity testers
- Visual field testers
- Fundus Camera
- Optical Coherence Tomography (OCT)
- Workstations & Chairs

Definition:

A room for optometry students to practice diagnosing and treating eye movement and vision problems.

Other Considerations:

- Proper lighting is required for precise and accurate eye examinations and diagnosis

433 OPHTHALMOLOGY CONSULT ROOM

Occupancy:

1 patient, 1-2 staff, 1-2 optional visitors

Briefed Area:

16.0m²

Area (m²) / Person:

3.2 - 8.0

Fitout:

- Eye chart & Diagnostic set
- Trolley
- Projector
- Patient chair
- Services panel
- Workstations
- Desk chair
- Sink

Definition:

An optometrist consult simulation room is designed to mimic a real-world optometry practice. This room is used for educational purposes, allowing optometry students to practice clinical skills, conduct eye examinations, and engage in patient interactions in a controlled setting.

Other Considerations:

- Ensure the room has adequate acoustic treatment to maintain patient confidentiality and minimise distractions during consultations
- This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: CONS-ENT-OP (Consult Room ENT / Ophthalmology). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant
- If this room is used for clinical placement with live patients, a second egress door may be required for staff safety and security and/or staff access, subject to jurisdictional policy.
- Ready access to a fridge will be required for retrieval of eye medication
- If eye testing is provided via a visual acuity chart and mirror, a distance of 3m is required between the eye chart and mirror for effective eye testing

434 DENTAL SIMULATION SPACE

Area (m²) / Person:

6.0 - 8.0

Fitout:

- Simulated dental units (chairs, dental lights, suction, handpieces)
- Training mannequins
- Virtual reality / augmented reality chairs
- Multimedia resources

Definition:

This is a dedicated facility designed to provide dental students with hands-on training using advanced simulation technologies. This is a large space with several dental stations, aimed to replicate a real-world clinical scenarios, allowing students to practice and refine their skills in a controlled and safe environment before they interact with actual patients.

Other Considerations:

- Distinct zones should be created for different activities, e.g. hands-on practice, group discussion, instructional demonstation etc.

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
450	**PSYCHOLOGY CONSULT ROOM**
Occupancy: 1 patient, 1-2 therapists, 1-2 optional visitors **Briefed Area:** 14.0m² **Area (m²) / Person:** 2.8 - 7.0 **Fitout:** > Small desk > Desk chair > Therapist couch > Patient lounge > Acoustically-treated	**Definition:** A simulated psychology consult room is a controlled environment designed to replicate the conditions of a real-world clinical setting for psychology students to practice their skills. This space is typically used for therapist-patient training and assessment. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: INTF-MH (Interview Room - Mental Health). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant. > Ensure the room has adequate soundproofing to maintain patient confidentiality and minimise distractions during consultations. > Consider location of wi-fi access points to ensure strong wi-fi coverage is provided for mobile duress functions > The room should be configured to reduce risk to both staff and patients
451	**PHYSIOTHERAPY TRAINING ROOM**
Area (m²) / Person: 4.0 – 5.0 **Fitout:** > Treatment table > Chairs > Storage joinery > Ultrasound machine > TENS unit > Cervical traction unit > Hydrotherapy equipment > Parallel bars > Treadmill > Stationary bike > Stairs (for practicing walking) > Upper Body Ergometer (UBE) > Slip-resistant surfaces	**Definition:** A physiotherapy training room is a training space designed to replicate a real-world physiotherapy practice. This clinic provides an environment where students can practice assessment, treatment techniques, and patient interactions in a controlled and supervised setting. **Other Considerations:** > Space layout should consider designated zones for different activities, such as assessment, treatment and exercise. > Equipment should be easily accessible and arranged to facilitate smooth transitions between exercises > Storage should be easily accessible but not obstruct movement or activity
452	**OCCUPATIONAL THERAPY TRAINING ENVIRONMENT**
Occupancy: ADL Bathroom: 1 patient, 1- 2 staff ADL Bedroom: 1 patient, 1- 2 staff ADL Kitchen: 2 patients, 1 – 2 staff ADL Dining: 4 patients ADL Laundry: 1 patient, 1 staff **Area (m²) / Person:** ADL Bathroom: 4.0 – 6.0 ADL Bedroom: Varies ADL Kitchen: 3.0 – 4.0 ADL Dining: 3.0 ADL Laundry: 4.0 **Fitout:** > Mock home set-up > Safety handrails > Transfer aid (Swivel chair etc.) > Visual Assist technology > Pressure mattress > Modified workstation > Accessible bathroom	**Definition:** An occupational therapy training environment is a facility designed to provide a realistic environment for students to learn and practice occupational therapy skills. **Other Considerations:** > This recommendation is based on the AHFG (Australasian Health Facility Guidelines) ADL (Activities of Daily Living) Standard Components. See Room Data Sheets for list of special requirements for each ADL space type. Refer to these Guidelines or other standard as relevant. > It usually simulates a live-in space set-up for persons with disabilities, including a kitchen, bathroom and bedroom with special aids. Room components include: ADL Bathroom, ADL Bedroom, ADL Kitchen, ADL Dining, ADL Laundry > The rooms should provide domestic facilities with grab rails and other assistive devices to reflect reasonable home modifications and equipment utilised by patients > An operational model for responding to calls from staff/patients will be needed to support the inclusion of a nurse call system and is to be determined based on service requirements. . If multiple ADL rooms are combined into an ADL suite, nurse call buttons can be rationalised into a central location. > ADL Dining room can double as a demonstration area (before training) or debriefing area (after training) and for assessment of ADL tasks

PRIMARY ROOM TYPE CODE: 4

SPACE TYPE CATEGORY: SIMULATION SPACES

453 SIMULATION AGED CARE FACILITY

Area (m²) / Person:

Private Rooms: 12 - 20m² / resident

Living / Dining: 2 - 3 m² / resident

Recreation Areas: 1 - 2 m² / resident

Staff Areas: 1 - 2 m²/ staff

Fitout:

- Adjustable beds
- Comfortable seating
- Dining chairs
- Dining tables
- Mock apartment
- Common areas
- Mobility aids
- Transfer Aid

Definition:

An aged care training facility is designed to educate and train students in the skills necessary for providing care and support to the elderly population. This facility simulates real-world aged care settings, allowing students to learn about various aspects of aged care, including personal care, communication, safety, and the management of age-related health issues.

Other Considerations:

- Refer to latest edition of National Aged Care Design Principles and Guidelines
- Should have direct access to outdoors - garden connections, clear outdoor pathways, verandahs
- An operational model for responding to calls from staff/patients will be needed to support the inclusion of a nurse call system and is to be determined based on service requirements.

454 SIMULATION CHILD CARE FACILITY

Area (m²) / Person:

Minimum 3.25m² / child (+10% circulation tolerance)

Fitout:

- Playroom
- Child's amenity
- Storage
- Shelving
- Child-size furniture
- Adult seating
- Outdoor play area

Definition:

A childcare training facility is a specialised environment designed to equip students studying early childhood education with the skills and knowledge required for working in childcare settings. The mock childcare centre is set up to teach students about child development, safety, high-quality teaching methodologies and effective communication with children and families.

Other Considerations:

- Refer to latest edition of NSW Department of Education – School Infrastructure NSW Preschool Design Brief for up-to-date childcare facility Guidelines and recommended schedule of accommodation.

455 HAIR & BEAUTY SPACE

Area (m²) / Person:

5.0

Fitout:

- Hair styling stations
- Shampoo bowls
- Storage joinery
- Makeup stations
- Nail care stations
- Swivel chairs
- Mani / Pedi Chairs
- Sanitation station

Definition:

A hair and beauty studio is a specialised training facility that provides students interested in entering the beauty industry applicable skills in hair styling, cutting, colouring, skincare application, makeup application, and nail care.

Other Considerations:

- Potential adjacencies:
- Equipment store
- Waiting area
- Good quality, adjustable lighting is essential for both styling and beauty treatments to ensure accurate colour matching and detail work

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
460	**VETERINARY LEARNING CLINIC**
Occupancy: Consultation room: 1 patient, 1-2 staff, 1-2 optional visitors **Recommended Area:** Consultation room: 10.0m² **Area (m²) / Person:** Consultation room: 2.0 - 5.0 Waiting area: 1.5 - 2.5 **Fitout:** > Examination tables > Seating > Storage > Anaesthesia machine > Telemetry system > Autoclaves / sterilisers > Equine equipment > Ultrasound machine > X-ray imaging > Dental equipment > MRI machine > Incubators > Endoscopy machine > Centrifuge	**Definition:** A veterinary learning clinic is a facility designed to educate and train veterinary students in veterinary medicine and animal care. This training clinic simulates a real veterinary practice, providing an environment for students to learn about animal health, diagnostics, treatments, and client interactions. It is up to the discretion of each university to decide if this space type is equipped to treat and practice on live animals. **Other Considerations:** > Components: Examination room, Surgical suite, Recovery area, Animal housing, Reception and waiting area, Pharmaceutical drug storage, Preparation Room > Refer to Veterinary Practitioners' Board NSW Minimum Requirements for Veterinary Hospitals document for further elaboration on industry standards for this space type > Ensure sufficient area to facilitate safe loading and unloading of large animals and movement of vehicles > The premises must be a permanent area with no other uses or a permanent area appropriately separated by an internal barrier to ensure security, appropriate disease control measures, and clear delineation of facilities, equipment and staff > Must be designed and constructed so as to prevent the escape of an animal brought into the premises and to ensure the effective confinement of that animal at all times including self closing devices on doors entering and exiting the premises
461	**ANIMAL HOLDING FACILITY**
Area (m²) / Person: Animal species-dependent. Consult specialist advice. **Fitout:** > Host station > POS (Point of Sale) System > Tables > Chairs > Easy-to-clean surfaces	**Definition:** These are enclosed or semi-enclosed spaces that provide substantial animal handling, holding and accommodation. They may comprise servicing, feeding and wash areas. **Other Considerations:** > Examples: kennels, shearing sheds, slaughterhouses > Areas that specifically hold plants or animals vary in their level of complexity or accessibility > Animals can be held in simple open enclosures, sheds (e.g., poultry), yards (e.g., cattle), or more sophisticated PC-rated or clean areas (e.g., mice facility) > Fitout should be determined on a case-by-case basis > May be classified as non-usable in some circumstances

PRIMARY ROOM TYPE CODE: 4	SPACE TYPE CATEGORY: SIMULATION SPACES
470	**SIMULATION KITCHEN**
Area (m²) / Person: Varies **Fitout:** > Convection ovens / kilns > Fryers / Grills / Griddles > Worktables > Refrigerators & Freezers > Storage joinery > Dishwashing sink > Handwashing sink > Hoods & vents > Heat lamps / warmers > Serving station > Kitchen display systems > Non-slip flooring > Fire suppression system	**Definition:** A working restaurant or café serves as a practical training ground for culinary students to learn various cooking methodologies, food preparation, menu planning, and plating. **Other Considerations:** > Potential adjacencies - Dining Area, Restaurant, Café, Walk-in refrigerator / freezer, Pantry, First aid room, Break and rest areas, Changing rooms, Loading dock (for food delivery) > Ensure compliance with local health and safety regulations, including fire codes, food safety standards, and ventilation requirements > Integrate technology such as kitchen management systems and Point-of-Sale systems > Consider how much clearance staff need to move around the kitchen without being obstructed > In some cases, the working kitchen may be used to prepare food for the public as part of training senior culinary students for working in a real kitchen. In this case, the space can be classified under Support Spaces – Kitchen / Servery.
471	**SIMULATION RESTAURANT / CAFE**
Area (m²) / Person: 2.0 - 2.5 **Fitout:** > Host station > POS (Point of Sale) System > Tables > Chairs > Lounges	**Definition:** A working restaurant or café serves as a practical training ground for hospitality students to learn various aspects of food service, customer hospitality, and restaurant management. **Other Considerations:** > Potential adjacencies - Simulation kitchen, bathrooms > In some cases, the simulated dining establishment may be operated as a commercial establishment to train hospitality students for the restaurant industry.
480	**HORTICULTURE HALL / GREENHOUSE**
Area (m²) / Person: Growing bed: 1.0 - 2.0 **Fitout:** > Workbenches > Storage > Irrigation systems > Climatic control > Display gardens > Raised beds > Pest management equipment > Soil testing equipment	**Definition:** A horticulture hall is a specialised facility designed for the study, learning, and practice of horticulture -the art and science of growing plants, including fruits, vegetables, flowers, and ornamental plants. These halls are typically found in universities and vocational training centres that offer programs in agriculture, horticulture, and landscape design. **Other Considerations:** > Plants can be kept in simple sheds, open glasshouses, or more sophisticated temperature/light controlled rooms or glasshouses, or PC-rated glasshouses. > Potential adjacencies - Active classroom, Wet laboratory – Environmental, Tool storage, Material storage (soil, fertiliser, seeds etc.), Outdoor / semi-outdoor gardens
481	**AQUAPONIC FARM**
Area (m²) / Person: Growing bed: 1.0 - 2.0 Fish tanks: 5.0 - 10.0 per 1000 litres **Fitout:** > Fish tanks > Plant growing beds > Appropriate plants & fish > Water circulation system > Filtration system > Aeration system > Climatic control	**Definition:** An aquaponic farm is a sustainable agricultural system that combines aquaculture (the farming of fish) and hydroponics (the cultivation of plants in water without soil) in a symbiotic environment. This innovative farming method allows for the simultaneous production of fish and plants, creating a mutually beneficial ecosystem where waste produced by the fish provides nutrients for the plants, and the plants help filter and purify the water for the fish. This facility is typically used by aquaculture and horticulture students, and may even be used for food production and sustainability research purposes. **Other Considerations:** > Potential adjacencies - Active classroom - Wet laboratory (Environmental), Tool storage, Material storage (soil, fertiliser, seeds etc.), Outdoor / semi-outdoor garden

PRIMARY ROOM TYPE CODE: 5	SPACE TYPE CATEGORY: STUDIOS
500	**DANCE STUDIO**
Area (m²) / Person: 4.0 – 5.0 **Fitout:** > Sprung floor / Vinyl Marley floor > Mirrors > Sound system > Barres > Dance mats > Bench seating > Storage > Acoustically treated > Studio Lighting	**Definition:** A dance studio is a space that has been built or equipped for the purpose of dance and the instruction of dance. It is an environment where students can learn various dance styles, rehearse for performances, and engage in creative movement. **Other Considerations:** > Potential adjacencies - Change rooms, Storage rooms > Proper ventilation and climate control are important to maintain a comfortable environment for dancers during practice. > Adjustable lighting is important for creating the right atmosphere during classes and performances. Consider capitalising on natural light to enhance the space.
501	**DRAMA STUDIO**
Area (m²) / Person: 4.0 – 5.0 **Fitout:** > Sound system > Acoustically treated > Moveable seating / bleachers > Curtains / backdrops > Lighting equipment (Spotlights, floodlights, dimmers, control panels) > Studio Lighting > Mirrors	**Definition:** A drama studio is a dedicated space designed for the practice, rehearsal, and performance of theatrical arts. It serves as a creative environment where actors, directors, and students can explore various aspects of drama, including acting, stagecraft, scriptwriting, and performance techniques. **Other Considerations:** > Potential adjacencies - Prop and costume store, Backstage rehearsal space, Theatre > Drama studios should be versatile, allowing for various seating arrangements and staging configurations to accommodate different types of performances and rehearsals.
502	**MUSIC STUDIO**
Area (m²) / Person: 5.0 - 12.0 (dependent on size of musical instruments) **Fitout:** > Range of instruments > Music stands > Chairs > Sound system > Recording equipment > Acoustically-treated / Soundproofing > Storage	**Definition:** A music studio is specifically designed for the recording, mixing, and production of music. It is commonly utilised by music production students for post-production tasks, such as mixing and mastering tracks. Typically, the studio features a live area, which serves as a space where musicians can perform together while being recorded. **Other Considerations**: > Potential adjacencies - Music Practice Room, Instrument storage > Acoustic treatment should be designed to control sound reflections to optimise acoustics and capture high-quality sound
503	**MUSIC PRACTICE ROOM**
Area (m²) / Person: 3.3 - 10 (dependent on size of musical instruments) **Fitout:** > Range of instruments > Music stands > Chairs / tiered seating > Sound system > Acoustically-treated / Soundproofing > Storage	**Definition:** A music practice room is a space designed to facilitate musical learning and practice. It is primarily focused on honing musical skills rather than performance or recording, and should be flexible to accommodate a variety of purposes, including vocal practice, instrument rehersals and small group sessions. **Other Considerations**: > Potential adjacencies - Music studio, Instrument storage > The layout should accommodate individual lessons to group classes, and be able to accommodate different sizes of instruments (grand piano vs. violin)

PRIMARY ROOM TYPE CODE: 5	SPACE TYPE CATEGORY: STUDIOS
520	**DESIGN STUDIO**
Area (m²) / Person: 2.8 - 3.0 **Fitout:** > Workstations > Sit-stand desks > Ergonomic chairs > High-performance computers > Display boards > Writable surfaces > AV equipment > Studio Lighting	**Definition:** A design studio is a space where students can engage in the creative process of designing products, graphics, fashion, or other visual and functional elements. It serves as a collaborative environment that fosters innovation, experimentation, and the development of design concepts. **Other Considerations:** > Potential adjacencies - Architecture / drafting studio, Material store, Resource store > The layout of a design studio is often adaptable to accommodate various project needs, from individual workstations to collaborative spaces for group projects > Consider adjustable lighting to ensure optimal visibility for detailed design work, including task lighting and ambient lighting
521	**MULTIMEDIA STUDIO**
Area (m²) / Person: 3.0 - 4.0 **Fitout:** > Workstations > Sit-stand desks > Ergonomic chairs > High-performance computers > Display boards > Writable surfaces > AV equipment > Sound System > Studio Lighting > Green screen	**Definition:** A multimedia studio is a specialised space designed for the production, editing, and creation of multimedia content (i.e. text, audio, video, graphics, and interactive elements). These studios are utilised by students preparing for careers in film, television, digital media, advertising, and education. **Other Considerations:** > Proper ventilation systems are required to ensure a safe working environment, especially when using paints and other materials that may produce fumes > Potential adjacencies - Equipment store, Digital asset store, Editing suites
522	**PHOTOGRAPHY STUDIO**
Area (m²) / Person: 3.0 - 4.0 **Fitout:** > Chairs > Workstations > High-performance computers > Cameras > Tripods & stabilisers > Lighting equipment (studio strobes, continuous lighting, softboxes, umbrellas) > Light modifiers > Backdrops > Studio Lighting > Green screen	**Definition:** A photography studio is a dedicated space designed for capturing, developing, and producing photographic images. It provides a controlled environment where photographers can manipulate lighting, backgrounds, and props to create high-quality images for various purposes, including portraits, product photography, fashion shoots, and commercial advertising. **Other Considerations:** > Potential adjacencies - Dark room, Model change room, Equipment storage

PRIMARY ROOM TYPE CODE: 5	SPACE TYPE CATEGORY: STUDIOS
523	**SCULPTURE STUDIO**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Workbenches > Sculpting tools > Hand tools > Casting equipment > Kilns > Display area > Sinks + water supply	**Definition:** A sculpture studio is a dedicated space designed for the creation, experimentation, and study of sculptural techniques and mediums. It provides students with the tools and materials such as clay, metal, wood, stone, and mixed media. Sculpture studios are often equipped to support both traditional and contemporary sculptural practices. **Other Considerations:** > Potential adjacencies - Material store, Tool store > Large clear height to accommodate intended uses and equipment > Proper ventilation is important for managing fumes from glazes and kilns
524	**CERAMIC STUDIO**
Area (m²) / Person: 6.0 - 7.0 **Fitout:** > Pottery wheels > Worktables > Sculpting tools > Hand tools > Casting equipment > Glazing equipment > Kilns > Display area > Sinks + water supply	**Definition:** A ceramic studio is a dedicated space designed for the creation, experimentation, and practice of ceramic arts, including pottery, sculpture, and other forms of ceramic design. It provides students with the tools, materials, and environment necessary to work with clay and other ceramic materials, and to explore various techniques such as hand-building, wheel-throwing, glazing, and firing. **Other Considerations:** > Potential adjacencies - Material store, Tool store > Proper ventilation is important for managing fumes from glazes and kilns
525	**PAINTING / FINE ART STUDIO**
Area (m²) / Person: 5.0 - 7.0 **Fitout:** > Easels > Worktables > Storage Joinery > Sinks + water supply	**Definition:** A painting studio is a dedicated space designed for students to practice and learn the creation of visual art, specifically painting techniques. **Other Considerations:** > Potential adjacencies - Material store, Tool store > Adjustable lighting should be provided to ensure optimal visibility for detailed work > Proper ventilation should be ensured to maintain air quality and ensure a safe working environment (especially when using oil paints or solvents).
526	**ARCHITECTURE / DRAFTING STUDIO**
Area (m²) / Person: 2.2 - 2.8 **Fitout:** > Workstations > Computers > Chairs > Drafting tables > Writable surfaces > AV equipment (projectors, screens, audio systems, microphones) > Lockers > Display areas > Storage joinery > Operable walls / pinnable surfaces	**Definition:** An architecture and drafting studio is a dedicated space serving as a creative environment where students can collaborate and work on projects involving architecture, landscape architecture, urban planning, and draughtsmanship training. **Other Considerations:** > Potential adjacencies: Material store > Adjustable lighting should be provided to ensure optimal visibility for detailed work

PRIMARY ROOM TYPE CODE: 5	SPACE TYPE CATEGORY: STUDIOS
540	HUMAN MOVEMENT GYM / EXERCISE SCIENCE TEACHING SPACE

Area (m²) / Person:

4.0 – 5.0

Fitout:

- Free weights
- Resistance bands
- Pull-up bars
- Dip stations
- Suspension trainers
- Stationery bikes
- Rowing machines
- Elliptical trainers
- Mirrors
- Sprung floor system

Definition:

A gymnasium used for training students in physical activity, fitness, and rehabilitation through a focus on human movement patterns and biomechanics This type of studio emphasizes functional training, movement efficiency, and overall physical health, catering to a wide range of individuals. The gym typically incorporates various equipment and spaces that support diverse training modalities and movement practices.

Other Considerations:

- Potential adjacencies - Physiotherapy Training Room, Occupational Therapy Training Environment
- Not to be confused with physiotherapy training rooms (where students practice techniques on manikins or each other), as this is a specialised teaching space rather than a simulation space

PRIMARY ROOM TYPE CODE: 6	SPACE TYPE CATEGORY: WORKSHOPS
601	**MAKERSPACE**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > 3D printers > CNC machines > Laser cutters > Hot foam cutting machine > Woodworking tools > Electronics workstations (soldering irons, circuit boards etc.) > Computers / Workstations	**Definition:** Makerspaces are collaborative workspaces that provide individuals with a wide range of access to tools, equipment, and resources for hands-on creation and innovation. These spaces are designed to encourage creativity, experimentation, and learning through making, allowing users to engage in various projects, from crafting and woodworking to electronics and digital fabrication. **Other Considerations**: > There are varying versions of Makerspaces. It is difficult to benchmark a clear space metric for this typology as it will be dependent upon the types of equipment, scale and range of activities. > Space allocations for makerspaces should be determined on a case-by-case basis, with 5 m² / person as a starting point. > Potential adjacencies – Workshop Staff Room, Material Store, First Aid Room
602	**WOODWORKING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > CNC machines > Table saws > Band Saws > Routers > Hand tools (Chisels, Planers, Lathes) > Dust Collection System > Exhaust fans > Workbenches > Stations > Storage	**Definition:** These workshops focus on the techniques and skills required to work with wood, including cutting, shaping, finishing and joinery of wood products. These workshops have a specialised focus on woodworking techniques and projects. Activities typically include furniture making, cabinetry, carving, and other wood-related crafts. They also are equipped with traditional woodworking tools. While both makerspaces and woodworking workshops promote hands-on creation and learning, they differ significantly in their scope, resources, and intended activities. Woodworking workshops are singular-purpose spaces used for the practical work associated with woodworking. **Other Considerations**: > Potential adjacencies – Workshop Staff Room, Material store, PPE store, First Aid room > Ensure workshop is well-ventilated to prevent the buildup of harmful fumes and dust
603	**METALWORKING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Lathes & Milling machines > Welders > Band & Saws > Drill Presses > Dust collection system > Workbenches > Storage	**Definition:** Metalworking workshops are used for the practical work associated with metalworking. These workshops focus on the techniques and skills required to work with metal, including cutting, shaping and assembling of metal tools and structures. **Other Considerations**: > Potential adjacencies – Workshop Staff Room, Material Store, First Aid Room > Ensure workshop is well-ventilated to prevent the buildup of harmful fumes and dust
604	**BRICKLAYING & MASONRY**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Trowels > Masonry Hammers > Levels > Squares > Scaffolding > Workbenches > Stations > Storage	**Definition:** Bricklaying & Masonry workshops are singular-purpose spaces used for the practical work associated with bricklaying and masonry work. These workshops focus on the techniques and skills required to work with materials such as brick, stone, concrete blocks and mortar. Such workshops are generally used to prepare students for careers in the construction industry. **Other Considerations**: > Potential adjacencies – Workshop Staff Room, Material Store, First Aid Room > Large clear height to accommodate intended uses, equipment and machinery

PRIMARY ROOM TYPE CODE: 6	SPACE TYPE CATEGORY: WORKSHOPS
605	**PLASTERING & PAINTING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Workbenches > Stations > Storage	**Definition:** This is a specialised training facility designed to teach students the skills and techniques required for plastering and painting in construction and renovation projects, preparing them for careers in construction, renovation, or home improvement. **Other Considerations**: > Proper ventilation systems are required to ensure a safe working environment, especially when using paints and other materials that may produce fumes > Potential adjacencies – Workshop Staff Room, Material Store, First Aid Room > Large clear height to accommodate intended uses, equipment and machinery
620	**AUTOMOTIVE**
Area (m²) / Person: 9.0 **Fitout:** > Lifts > Jacks > Workbenches > Stations > Service Bays > Parts Storage	**Definition:** An automotive workshop is a specialised facility designed for the repair, maintenance, and modification of vehicles, including cars, trucks, and motorcycles. These workshops are equipped with the necessary tools, equipment, and resources to service and repair various automotive systems, ensuring vehicles operate safely and efficiently. In an education context, these workshops aim to prepare students for automechanic careers. **Other Considerations**: > Potential adjacencies – Diagnostic area, customer waiting area, workshop staff room, store, first aid room > Large clear height to accommodate intended uses, equipment and machinery
621	**AEROSPACE**
Area (m²) / Person: 9.0 **Fitout:** > Lifts > Jacks > Workbenches > Stations > Service Bays > Parts Storage	**Definition:** An aerospace workshop is a specialised facility designed to prepare students with the skills and training required for careers in the aerospace industry. It provides hands-on experience in various aspects of aerospace design, manufacturing, testing, and maintenance, and gives students the opportunity to learn fundamental principles of aerodynamics, propulsion and structural analysis relevant to aerospace engineering. **Other Considerations**: > Potential adjacencies – Diagnostic area, customer waiting area, workshop staff room, store, first aid room > Large clear height to accommodate intended uses, equipment and machinery
622	**SHIPYARD**
Area (m²) / Person: 9.0 **Fitout:** > Variety of ships (fishing boats, cargo ships, recreational boats etc.) > Cranes > Scaffolding > Workbenches > Stations > Service Bays > Parts Storage	**Definition:** In an educational context, a shipyard is a specialised training facility to prepare students for maritime careers, and develop skills related to shipbuilding, vessel repair, and maintenance. These shipyards provide hands-on experience in engine, electrical and hull maintenance. **Other Considerations**: > Potential adjacencies – Workshop staff room, store, first aid room > Large clear height to accommodate intended uses, equipment and machinery

PRIMARY ROOM TYPE CODE: 6	SPACE TYPE CATEGORY: WORKSHOPS
640	**ELECTRICAL ENGINEERING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Multimeters > Oscilloscopes > Power supplies > Breadboards > Prototyping kits > Workbenches > Stations	**Definition:** An electrical engineering workshop is a facility designed to provide hands-on training and practical experience in electrical engineering concepts, skills, and applications. These workshops are essential for students, to learn about electrical systems, components, and technologies through practical experimentation and project-based learning. **Other Considerations**: > Potential adjacencies – Workshop staff room, store, first aid room
641	**MECHANICAL ENGINEERING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Lathes > Milling machines > Drill presses > Welding equipment > CNC machines > Workbenches > Stations	**Definition:** A mechanical engineering workshop is a facility designed to prepare and train students for employment in mechanical engineering and manufacturing. It provides hands-on experience with various tools, equipment, and processes to develop skills in designing, building and testing mechanical systems or components. Not to be confused with Automotive Workshops, Aerospace Workshops and Shipyards, but may be used in conjunction with them. **Other Considerations**: > Potential adjacencies – Workshop staff room, store, first aid room, automotive workshops, aerospace workshops and shipyards > Large clear height to accommodate intended uses, equipment and machinery > Proper ventilation systems are required to ensure a safe working environment, especially when using paints and other materials that may produce fumes
642	**HYDRAULIC ENGINEERING**
Area (m²) / Person: 5.0 - 6.0 **Fitout:** > Hydraulic pumps > Hydraulic cylinders > Hydraulic power units > Flow meters > Pressure Gauges > Hydraulic test benches > Fluid reservoirs > Fittings / Hoses	**Definition:** A hydraulic engineering workshop is a facility designed for educating and training students for careers in hydraulic engineering, which focuses on the study and application of fluid mechanics, pressure and flow rates in the design and management of systems that involve the movement and control of liquids. These workshops allow students to engage in hands-on projects which may include designing, building and testing of hydraulic systems and components. **Other Considerations**: > Potential adjacencies – Workshop staff room, store, first aid room > Large clear height to accommodate intended uses, equipment and machinery

PRIMARY ROOM TYPE CODE: 7 — SPACE TYPE CATEGORY: ENGAGEMENT SPACES

700 LIBRARY COLLECTION

Area (m²) / Person:

2.0 - 3.0

Fitout:

- Community tables
- Chairs
- Comfortable seating
- Information desk
- Borrowing counter
- Bookshelves

Definition:

Library collections feature displayed general collections of books. These spaces are typically located centrally and have good sight lines from staff spaces, information and borrowing counters.

Libraries have typically always served as informal places of study. With an impetus for collaborative learning, coupled with a deliberate strategy to encourage students to stay on campus for longer periods of time, libraries in recent years have responded to these demands by transforming into informal learning hubs. See Appendix C for the space type adjacency diagram pertaining to Library Hubs.

Other Considerations:

- There is a greater demand for non-timetabled spaces. With space at a premium, campus libraries have responded by replacing the footprint of general collections with informal seating and tables.
- Digital copies are preferred over physical copies, so universities are streamlining collections to remove duplicates and relocate low-use volumes into storage facilities to make way for informal settings within the library.
- The complexity associated with planning a library should be driven by the requirements of the campus or precinct and its size and design should be negotiated on a case-by-case basis to factor in the different types of spatial typologies
- Library physical collections are usually adjacent to study rooms / meeting rooms that are sometimes purposed to host workshops.
- Potential adjacencies - Breakout spaces
- Refer to TAFE NSW Learning Support Spaces Design Standard Section 4.1.2 Library Cluster for recommended area allowances

701 FIRST NATIONS SPACE

Area (m²) / Person:

3.0 - 4.0

Fitout:

- Chairs
- Desks
- Computers / Workstations
- Cushions / floor seating
- Community tables
- Storage
- Art & Décor
- Gathering spaces

Definition:

First Nations spaces are dedicated environments that recognize, celebrate, and support the cultures, traditions, and rights of indigenous peoples of Australia. They serve as gathering spaces for indigenous students and staff and are often designed to reflect and honour the cultural heritage, languages, and traditions of First Nations people. This may include artwork, symbols, and designs that are meaningful to specific aboriginal communities. They also serve as venues for cultural events, ceremonies, meetings and social activities, such as workshops, presentations and cultural programmes. First Nations spaces are an important educational supplement that can foster understanding between Indigenous and non-Indigenous people about aboriginal culture, history and contemporary issues.

Other Considerations:

- Potential adjacencies - Many First Nations spaces provide access to various support services, including health and wellness programs, legal assistance, and educational resources tailored to the needs of aboriginal students and staff.
- These spaces can be physical locations, such as cultural centres or dedicated areas within educational institutions, or they can be conceptual spaces that prioritize Indigenous perspectives, teachings, and practices. The scope of the space will be determined by the individual requirements of each project precinct.

702 EVENT SPACE / MULTI-PURPOSE

Area (m²) / Person:

1.0 – 1.5

Fitout:

- AV equipment (projectors, screens, audio systems, video conferencing)
- Flexible furniture

Definition:

Event spaces are designated areas within a university for hosting a variety of events, such as conferences, social gatherings and cultural activities. These spaces can vary in size, layout, and purpose, accommodating different types of events and audiences.

Other Considerations:

- Potential adjacencies – Breakout spaces (see Room Type Code 4B: Breakout Spaces), provisions for food and beverage service, including kitchens or catering areas to provide event refreshments

PRIMARY ROOM TYPE CODE: 7	SPACE TYPE CATEGORY: ENGAGEMENT SPACES
703	**GALLERY**
Area (m²) / Person: 1.5 **Fitout:** > Lounge seating > Benches > Information desks > Large storage area > Pedestals / stands > Display cases > Wall mounts / panels > Operable walls / partitions > Specialist lighting	**Definition:** Gallery spaces are dedicated areas within a university or other academic institution that are designed to showcase art, research, and cultural exhibitions for viewing by the public, as well as facilitate object-based-learning. These galleries serve as platforms for students, faculty, or visiting artists to display their work, engage with the community, and promote artistic and academic discourse. The layout is often flexible to accommodate different types of exhibitions including paintings, sculptures, photography, installations, and multimedia works. **Other Considerations:** > Potential adjacencies - Dedicated space to store artworks and prepare for exhibitions > Proper lighting is essential for showcasing art effectively > Acoustics may be considered for events that include presentations or performances
704	**MUSEUM / RESEARCH COLLECTION**
Area (m²) / Person: 1.5 **Fitout:** > Display cases > Pedestals / stands > Wall mounts / panels > Benches > Chairs > Interactive stations > Digital screens > Large storage	**Definition:** In a university context, a museum is used for housing research collections of specimens (for examination) and any other work, materials or equipment relevant to a particular field of study. These spaces serve to collect, preserve, research, and exhibit objects of cultural, scientific, or historical significance to the university, reflecting its academic strengths and research interests. Academic museums play a vital role in education, interdisciplinary research, academic discourse and community engagement, providing opportunities for knowledge-sharing through hands-on, object-based learning experiences. **Other Considerations:** > Potential adjacencies - Gift shops, cafes, educational breakout spaces (see Breakout Spaces), storage facilities > Collections should be protected and preserved in climate-controlled storage units when not on display
705	**THEATRE**
Area (m²) / Person: 1.0 – 1.5 **Fitout:** > Stage / performance area > Tiered seating > AV equipment (projectors, screens, audio systems, professional lighting) > Acoustically-treated	**Definition:** These are performances spaces designed for the presentation of theatrical productions, dramatic, music or film performances and other live events. **Other Considerations:** > Theatres can vary in size, with seating capacities ranging from intimate black box theatres for small productions to larger auditoriums that can seat hundreds of audience members. Capacity should be determined by the specific requirements of each institution. > Potential adjacencies - Designated box workspace area for ticket sales, lobby or waiting area for patrons, backstage facilities such as dressing rooms, green rooms, storage for props and costumes
706	**GREAT HALL**
Area (m²) / Person: 2.0 - 3.0 **Fitout:** > Individual desks > Chairs > Acoustically-treated	**Definition:** A great hall is typically a large area or room used for assembly purposes such as graduations, convocations and examinations, but is not generally used for teaching. (Not to be confused with Event Spaces which are primarily used for social events and cultural activities.) **Other Considerations:** > The hall should provide a controlled environment for students to take examinations in an organised manner

PRIMARY ROOM TYPE CODE: 8

SPACE TYPE CATEGORY: OUTDOOR ENGAGEMENT SPACES

* All spaces in this category are classified as non-usable.

800 AMPHITHEATRE

Fitout:

- Tiered seating
- AV equipment (Microphones, speakers)

Definition:

These are tiered seating outdoor spaces (typically open-air or covered) designed for clear visibility and acoustics. The format encourages participation and interaction and is typically used for performances and gatherings.

801 OVAL

Fitout:

- Grass / turf
- Goalposts
- Boundary fencing
- Spectator area / bleachers
- Scoreboard + LED sports lighting

Definition:

An oval refers to an outdoor field or playing area that is typically shaped in an ellipse. It is commonly sued for sports such as cricket, Australian football and rugby. This type of open field space is also used for miscellaneous athletic activities, competitions and recreational activities.

Adjacencies: Change rooms / showers / toilets

802 QUADRANGLE / GREEN SPACE / COURTYARD

Fitout:

- Lawns / gardens / trees
- Benches & tables
- Paved walkways
- Bicycle racks

Definition:

Often referred to as a "quad," this is an open space or courtyard that is typically surrounded by campus buildings. It serves as a central gathering area for students, faculty, and visitors, often playing a key role in the social and academic life of the university. Quadrangles can vary in size and design, but usually feature landscaped gardens, pathways, and seating areas.

803 TERRACE

Fitout:

- Benches & tables
- Landscaping
- Outdoor lighting

Definition:

These are outdoor spaces that usually include seating areas, gardens and recreational facilities, providing access to nature and fresh air in an urban setting.

804 SPORT COURT

Fitout:

- Non-slip flooring
- Marked lines
- Nets / Goals / Hoops
- Court fencing

Definition:

These are outdoor courts designed to accommodate various sporting activities such as basketball, tennis and volleyball. The dimensions of the court can vary based on the sports being played, or can be line marked to acommodate different sports in the same space.

805 SWIMMING POOL

Fitout:

- Pools (50m Olympic-sized + child pool)
- Spectator area / bleachers
- Deck chairs
- Lifeguard chair

Definition:

Campus swimming facilities are primarily designed to cater to the aquatic fitness needs of students and faculty, but may also be commercially operated to serve the wider community.

Adjacencies: Change rooms / showers / toilets

850 SOLO FOCUS

Fitout:

- Solo pods
- Integrated bench and table furniture system
- GPOs / charging stations

Definition:

An individual, quiet outdoor space for one person to undertake focused study or work. It is designed to be used for extended periods of time.

Similar to: 960 - Solo Focus

851 SMALL GROUP

Fitout:

- Collaboration pods
- Integrated bench and table furniture system
- GPOs / charging stations

Definition:

An outdoor space with urban furniture for small groups of students to undertake collaborative activities.

Similar to: 963 - Small Group (Open)

852 TEAPOINT - OUTDOOR

Fitout:

- Outdoor seating and tables
- Kitchenette / BBQ grill

Definition:

An outdoor, covered area for the purposes of preparing refreshments, eating, drinking and socialising. See: 1117 - Tea Room - External

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

900 RECEPTION AREA

Area (m²) / Person:

6.0 / staff

2.0 – 3.0 / guest

Fitout:

- Reception Desk
- Comfortable seating
- Storage joinery

Definition:

A designated area to serve as a reception or service desk area with seating.

Other Considerations:

- For a foyer area outside a large (>250 seat) lecture theatre, this is considered as a usable waiting area and not classified as circulation

902 INTERVIEW / CONSULTATION ROOM

Area (m2) / Person:

2.5

Fitout:

- Comfortable chairs
- Table
- Writable surfaces
- AV equipment
- Acoustically treated
- Storage joinery

Definition:

A designated space designed for conducting interviews, for job recruitment, assessments or counselling. The fit out should provide a private and comfortable environment for interviewers and interviewees to engage in meaningful conversations without distractions or interruptions.

Other Considerations:

- Room should be large enough to comfortably sit 3 people (2 interviewers, 1 interviewee), but not so large that the interviewee feels trapped
- Consider microphone placement, with provisions for at least two separate microphones in the event of an equipment malfunction

903 BRING-YOUR-OWN-DEVICE (BYOD) GENERAL COMPUTING ROOM

Area (m²) / Person:

2.7 – 3.0

Fitout:

- Flexible workstations
- Moveable furniture
- Power outlets
- Writable surfaces
- Projectors
- Screens
- Workstations / Computers

Definition:

These are non-specialised environments that can support the use of personal devices such as laptops and tablets. The layout typically includes flexible seating arrangements and workstations to accommodate individuals or collaborative groups.

Other Considerations:

- Room should accommodate a range of operating systems (Windows, macOS, Linux, iOS, Android) to ensure compatibility with users' devices
- Security protocols, such as secure Wi-Fi access and data protection measures, need to be implemented to safeguard users' information and the network

904 RECORDING STUDIO (SINGLE)

Area (m²):

4.0 – 6.0

Fitout:

- Comfortable seating
- Table with storage
- Writable surfaces
- Acoustically treated

Definition:

A soundproof room containing specialised audio recording equipment, used in the recording and/or postproduction of sound or video material.

Other Considerations:

- Related to Support Spaces – Solo Focus
- The utilisation of lecture theatres for recording purposes has increased, diminishing the demand for dedicated recording studios. It is yet to be seen how this trend will continue to evolve

905 RESOURCE ROOM / PRINTING ROOM

Area (m²) / Person:

Depends on number of printers required

Fitout:

- Printers (A4, A3, A1)
- Shredding machine
- Shelving

Definition:

A room or area used for providing multi-function devices (printers/fax/photocopier), paper shredding/recycling, stationery supplies, etc.

Other Considerations:

- Potential adjacencies - Work points, Breakout Spaces
- Some disciplines (Architecture etc.) will require their resource rooms to have a larger space allocation due to the quantity of large format printers

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

920 TEA POINT

Area (m²) / Person:

2.0 - 3.0

Fitout:

- Sink
- Coffee Machine
- Hot water dispenser
- Refrigerator
- Shelves / cabinets

Definition:

A space that provides facilities for preparing and enjoying tea, coffee and other beverages and snacks.

Other Considerations:

- Tea points are typically suited to smaller workspace areas (approx. 30 persons or less), or serve as adjunct spaces in larger workspaces where a cafe / lunch / dining room or communal staff space is some distance away.
- May be classified as non-usable space. See: Type Code 1116 - Kitchenette / Tea Room

921 DINING AREA / CANTEEN

Area (m²) / Person:

1.0 - 2.4

Fitout:

- Tables
- Chairs / Benches

Definition:

An area set aside to provide eating facilities for staff and students.

Other Considerations:

- Potential adjacencies - Kitchen / Servery

922 KITCHEN / SERVERY

Area (m²) / Person:

Varies

Fitout:

- Convection ovens / kilns
- Fryers / Grills / Griddles
- Worktables
- Refrigerators & Freezers
- Storage joinery
- Dishwashing sink
- Handwashing sink
- Hoods & vents
- Heat lamps / warmers
- Serving station
- Kitchen display systems
- Non-slip flooring
- Fire suppression system

Definition:

A room or area for the storage, preparation and serving of meals.

Other Considerations:

- Potential adjacencies - Dining Area, Restaurant, Café, Walk-in refrigerator / freezer, Pantry, First aid room, Break and rest areas, Changing rooms, Loading dock (for food delivery)
- Ensure compliance with local health and safety regulations, including fire codes, food safety standards, and ventilation requirements
- Integrate technology such as kitchen management systems and Point-of-Sale systems
- Consider how much clearance staff need to move around the kitchen without being obstructed

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

940 PARENT ROOM

Occupancy:

1 – 2

Briefed Area:

9.0m²

Area (m²) / Person:

4.5 – 9.0

Fitout:

- Sink + water point
- Privacy screen
- Change table
- Comfortable chairs (adjacent to powerpoint)
- Diaper bin
- Microwave
- Counter
- Shelving / storage

Definition:

A room designed to accommodate the needs of parents and caregivers with young children by offering facilities for breastfeeding, changing diapers and taking breaks.

Other Considerations:

- This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: PAR (Parenting Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant.
- Adjacencies: Parenting rooms should be located adjacent or near public amenities and waiting areas

941 PRAYER ROOM

Area (m²) / Person:

3.0 - 4.0

Fitout:

- Comfortable chairs
- Floor mat
- Altar / small shelf
- Soft lighting

Definition:

A room or area set aside for multi-faith worship and prayer.

Other Considerations:

- Potential adjacencies: Ablution area

942 FIRST AID ROOM

Occupancy:

1 patient, 1 staff, 1 optional support person

Briefed Area:

13.0m²

Area (m²) / Person:

4.0 - 5.0

Fitout:

- Hand wash basin
- Seating
- Sick bed
- Medical table
- Antimicrobial finishes
- Bar fridge
- Paper towel dispenser

Definition:

A designated are for students or staff to receive first aid treatment and wait for emergency medical services if they are injured or become ill.

Other Considerations:

- Required adjacencies: All workshops
- If not possible, institutions should include an additional first aid room if: 1) there is no other first aid room on site, 2) an existing first aid room is not in close proximity to the workshop, 3) there are high risk activities occurring in the workshop or 4) there is a high volume of learners and the existing first aid space does not have sufficient capacity
- This recommendation is based on the AHFG (Australasian Health Facility Guidelines) Room Code: TRIAGE-1 (Triage Assessment Room). See Room Data Sheet for list of special requirements. Refer to this guideline or other standard as relevant.
- It is ultimately up to the discretion of each institution to determine the appropriate fitout and equipment of their first aid rooms.

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

943 WELLNESS ROOM

Area (m²) / Person:

Dependent on fitout and function

Fitout:

- Comfortable seating - massage chairs, recliners etc.
- Nap pods
- Glare & acoustically-treated
- Storage

Definition:

This is a space that is designed to provide a calming and supportive environment where students and staff can engage in self-care, wellness-related activities, and seek respite.

Other Considerations:

- Examples - Yoga room, Mindfulness room, Art and creative corner
- 'Wellness' is a purposefully broad terminology, and the function of this room should be determined according to the needs and preferences of each University.

944 COMMON / BREAK ROOM

Area (m²) / Person:

2.0 - 3.0

Fitout:

- Comfortable seating / lounges
- Communal tables
- Television Console
- Recreation (e.g. foosball table)
- Vending Machine

Definition:

This is a designated area for students or staff to take breaks, relax, recharge and socialise during the day.

Other Considerations:

- Potential adjacencies: Tea point

945 RESPITE / SENSORY ROOM

Occupancy:

1

Fitout:

- Comfortable seating / lounges
- Sensory finishes (tactile, haptic)
- Dimmable / soft LED lighting
- Acoustically-treated

Definition:

This is a specially designed space intended to offer a retreat from overwhelming stimuli, allowing users to relax, engage in sensory activities, and recharge. Students and staff, particularly those with sensory processing disorders, autism spectrum disorders, or other developmental or learning disabilities, will primarily benefir from this space type.

Other Considerations:

- Consider furniture with rounded edges to prevent injury
- Include sensory equipment such as tactile tools and visual stimuli

946 LOCKER AREA

Area (m²) / Person:

0.4 - 0.5

Fitout:

- 2 / 4 tiered lockers
- Benches

Definition:

An area set aside for students or staff to store personal belongings.

Other Considerations:

- The number and size of lockers provided should be determined by whether they are for day use or permanent use

947 FITNESS GYM

Area (m²) / Person:

2.0 - 5.0

Fitout:

- Mirrors
- Treadmills
- Ellipticals
- Stationary bikes
- Rowing machines
- Weight Machines
- Benches
- Power racks
- Pilates reformers

Definition:

This is a recreational gym facility for students and staff, comprising equipment designer to facilitate various workout styles

Other Considerations:

- Potential to be operated as a third-party commercial gym
- Potential adjacencies: lockers, change rooms / showers

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

960 SOLO FOCUS / QUIET ROOM / POD / SENSORY ROOM

Area (m²) / Person:

1.0 – 5.0

Fitout:

- Desk chair
- Desk (consider adjustable sit-stand model)
- Accessible joinery booth
- Accessible workstation
- Digital screens
- Individual booth / pod
- Acoustically treated

Definition:

This is an individual quiet space for one person to undertake focused study or work. It is designed to be used for extended periods of time.

Other Considerations:

- Examples - Quiet room, Individual study pod, sensory room for neurodivergent students / staff
- Anecdotally, it is understood there is increased demand for individual quiet spaces towards the end of semesters, correlating with key assessment periods.
- The space should be sufficient to use a laptop, tablet or hardcopy materials comfortably.
- This space type can be used to complement a student learning experience, or as a breakout space option in a workplace setting

961 GROUP FOCUS / GROUP STUDY ROOM

Area (m²) / Person:

2.0 - 2.5

Fitout:

- Desk chair
- Desk (consider adjustable sit-stand model)
- Accessible joinery booth
- Accessible workstation
- Digital screens
- Acoustically treated
- Screen partitions
- Storage joinery

Definition:

This is a shared quiet study area for multiple people to study or work independently in the same space.

Other Considerations:

- Examples - Library shared study area, Partitioned workstation set-up
- This space type can be used to complement a student learning experience, or as a breakout space option in a workplace setting

962 SMALL GROUP (ENCLOSED) / MEETING ROOM

Area (m²) / Person:

2.0 - 2.5

Fitout:

- Chairs
- Conference table
- Power points
- Writable surfaces
- Digital screens
- Video Conferencing equipment (camera, sound system)
- Acoustically treated
- Storage joinery

Definition:

This is a meeting-room style private space for small groups of students to undertake collaborative activities. Unlike Syndicate rooms, these are not timetabled and can be used at any time.

Other Considerations:

- The number of meeting rooms to be included in the workplace should ultimately be decided by undertaking a detailed briefing process and understanding the specific needs of the end users
- As a starting point, the following metric can be applied:
  - Per 100 work points – provide at least 4x small meeting rooms
  - Per 100 work points – provide at least 4x medium meeting rooms
  - Per 150 work points – provide at least 1x large meeting rooms

963 SMALL GROUP (OPEN)

Area (m²) / Person:

0.5 - 0.8

Fitout:

- Flexible furniture
- Power points
- Writable surfaces
- Digital screens
- Storage joinery

Definition:

This is an open-plan type space for small groups of students to undertake different types of collaborative activities.

Other Considerations:

- Examples - Collaboration table within an active classroom

PRIMARY ROOM TYPE CODE: 9

SPACE TYPE CATEGORY: SUPPORT SPACES

***** The space types in this category may need to be duplicated for 'general staff', 'teaching staff', 'research faculty', 'undergraduate students', 'HDR personnel', etc., understanding that different groups of university students and employees will likely not be using the same support spaces.

964 CASUAL

Area (m²) / Person:

0.5 - 1.5

Fitout:

- Flexible furniture
- Coffee tables
- Power points
- Storage joinery

Definition:

This is a casual furniture arrangement

Other Considerations:

- Examples - Liminal seating option for students between classes (usually outside classrooms, lecture theatres and lobby areas), Comfortable reading area in a library, Seating in circulation areas
- This space type can be used to complement a student learning experience, or as a breakout space option in a workplace setting

PRIMARY ROOM TYPE CODE: 10

SPACE TYPE CATEGORY: ACCOMMODATION

* Refer to Section 6.4 for an overview of the space type numbering changes in this section.

1000 RESIDENTIAL ACCOMMODATION - NOT DEFINED

Definition:

To be used, as a last resort, for any space that falls under the space type category 'Accommodation' but does not fit any of the space types listed below.

1001 STAFF / VISITOR - HOUSE

Definition:

Self-contained apartment accommodation on a short or long term basis for staff or visitors.

1002 STAFF / VISITOR - UNIT / APARTMENT

Definition:

Self-contained apartment accommodation on a short or long term basis for staff or visitors.

1003 STUDENT - UNIT / APARTMENT (ACCESSIBLE)

Definition:

Wheelchair-accessible self-contained apartment accommodation on a short or long term basis for students.

1004 STUDENT - UNIT / APARTMENT

Definition:

Self-contained apartment accommodation on a short or long term basis for students.

1005 STUDENT - BED / STUDY

Definition:

A bedroom with a study space as part of student residences.

1006 STUDENT - LOUNGE / COMMON AREA

Definition:

A lounge or recreation area as part of student residences.

1007 STUDENT - KITCHEN / DINING

Definition:

An area provided for preparing and eating meals as part of student residences.

1008 STUDENT - ABLUTIONS

Definition:

A bathroom containing a shower, bath, toilet and handwashing facilities as part of student residences.

PRIMARY ROOM TYPE CODE: 10	SPACE TYPE CATEGORY: ACCOMMODATION
	* Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1009	STUDENT - LAUNDRY
	Definition:
	A room containing laundry equipment as part of student residences.
1010	STUDENT - LIBRARY / STUDY AREA
	Definition:
	A room or area provided for self-study as part of student residences.
1011	EXTERNALLY RENTED - RESIDENTIAL ACCOMMODATION
	Definition:
	A Residential building rented to an external tenant, other than a student or university staff member.
1012	STAFF / VISITOR - TEMPORARY ACCOMMODATION
	Definition:
	A self-contained bedroom containing a bed, shower, bath and toilet facilities in a building for the sole purpose of accommodating staff or visitors on a temporary basis (e.g. hotel, motel)
1020	STUDENT - STORAGE
	Definition:
	A room provided for general storage as part of student residences.

For the space types in the 1100 - Non-usable and 1200 - Non-reportable series, they are not arranged in numerical order. Instead, they are organised into groups based on their relationships. Related space types, such as toilet amenities, circulation areas, and communications-related services, are grouped together and highlighted alternatingly for clarity.

PRIMARY ROOM TYPE CODE: 11	SPACE TYPE CATEGORY: NON-USABLE
	***** The space types in this category are not to be counted as usable floor area when measuring UFA. * Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1100	NON-USABLE - NOT DEFINED
	Definition:
	To be used, as a last resort, for any space that falls under the space type category 'Accommodation' but does not fit any of the space types listed below.
1101	BICYCLE STORAGE
	Definition:
	An enclosure, room or small building for the storage of bicycles.
1102	CAR PARK - WITHIN BUILDING
	Definition:
	A car parking area constructed as part of a building typically part of basement.
1103	CAR PARK - MULTI-STOREY / FREESTANDING
	Definition:
	A fully enclosed, free standing car parking facility used by staff or students.
1107	GARAGE / LOADING BAY
	Definition:
	An area used for parking or loading vehicles.

PRIMARY ROOM TYPE CODE: 11	SPACE TYPE CATEGORY: NON-USABLE
	***** The space types in this category are not to be counted as usable floor area when measuring UFA. * Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1120	TOILET / AMENITIES - FEMALE
	Definition: Female toilet - may include amenities such as a shower, locker and an ambulant cubicle.
1121	TOILET / AMENITIES - MALE
	Definition: Male toilet - may include amenities such as a shower/locker and an ambulant cubicle.
1122	TOILET / AMENITIES - UNISEX
	Definition: Unisex toilet - may include amenities such as a shower/locker.
1123	TOILET / AMENITIES - UNISEX ACCESSIBLE
	Definition: Accessible unisex toilet - may include amenities such as a shower/locker.
1124	SHOWER / CHANGE FACILITY - UNISEX
	Definition: A room provided for staff and students for shower / change as an end-of-trip facility.
1125	SHOWER / CHANGE FACILITY - UNISEX ACCESSIBLE
	Definition: An accessible room provided for staff and students for shower / change as an end-of-trip facility.
1105	CIRCULATION SPACE
	Definition: A foyer, lobby, corridor, stair or walkway, through walk between buildings, and other such areas for the movement of people or goods within a building.
1139	VERANDAH / BALCONY
	Definition: An external balcony, deck, terrace or veranda (recessed, cantilevered or supported by brackets/piers or columns). May be used as a social / casual space with seating etc for staff and students.
1164	CIRCULATION - STAIRS
	Definition: A shaft in a building containing a staircase, used for vertical circulation, separated from general circulation (805) because of different maintenance priority.
1106	CLEANERS' ROOM
	A room used by cleaners for storing cleaning equipment, Including the cleaners' common room.
1141	WASTE MANAGEMENT
	Definition: Recycling rooms, garbage rooms and spaces, etc.
1160	SECURITY SERVICES ROOM
	Definition: A room that hosts security services.

PRIMARY ROOM TYPE CODE: 11	SPACE TYPE CATEGORY: NON-USABLE
	***** The space types in this category are not to be counted as usable floor area when measuring UFA. * Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1109	LIFT MOTOR ROOM
	Definition: A room containing the mechanical equipment servicing lifts.
1138	LIFT
	Definition: Area occupied by a lift (Note: distinct from 1105 - circulation space and 1109 - lift motor room.
1110	MECHANICAL PLANT ROOM
	Definition: A room housing machinery for the provision of building services (e.g. HVAC)
1111	PLANT ROOM - OTHER
	Definition: To be used, as a last resort, for any type of plant room that does not fit any of the plant rooms listed.
1147	FIRE SERVICES PLANT ROOM
	Definition: A room that acts as a fire services plant room, with related equipment.
1113	SUBSTATION
	Definition: A room containing high voltage transformers and electrical switchgear.
1115	SWITCH ROOM
	Definition: A room containing the main electrical switchboard.
1145	ELECTRICAL LIGHTING CONTROL ROOM
	Definition: A room that contains electrical lighting control equipment.
1146	GENERATOR ROOM
	Definition: A room that contains a generator.
1148	HYDRAULIC PUMP ROOM
	Definition: A room that contains a hydraulic pump.
1163	GAS MANIFOLD ROOM
	Definition: A room that hosts gas equipment, services and controls
1140	SERVICE RISER
	Definition: An area containing piping, plumbing, and wiring for the provision of building services - gas, water, electricity, alarms, networking systems, etc.
1154	ELECTRICAL RISER DISTRIBUTION BOARD (DB)
	Definition: A riser for the purpose of distributing electrical equipment.

PRIMARY ROOM TYPE CODE: 11	SPACE TYPE CATEGORY: NON-USABLE
	***** The space types in this category are not to be counted as usable floor area when measuring UFA. * Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1156	HYDRAULICS RISER
	Definition: A riser specifically for hydraulics equipment.
1157	FIRE RISER
	Definition: A riser specifically for fire-related services.
1150	MECHANICAL RISER
	Definition: A room that contains a mechanical riser.
1155	DATA RISER
	Definition: A riser specifically for data equipment.
1151	COMMUNICATIONS STRUCTURE CABLING SYSTEM RISER
	Definition: A riser room which contains communications structural cabling systems.
1152	COMMUNICATIONS RISER
	Definition: A riser for the purpose of communications equipment.
1153	COMMUNICATIONS SATELLITE RISER
	Definition: A riser for the purpose of communications satellite.
1158	COMMUNICATIONS RISER - NON-UQ
	Definition: A riser for communication equipment not owned by the University of Queensland.
1112	COMMUNICATIONS NETWORK
	Definition: A room containing a Comms Network System / Telephone PABX system.
1142	COMMUNICATIONS MICROWAVE ROOM
	Definition: A communications room, which contains a microwave.
1143	COMMUNICATIONS BUILDING MDF
	Definition: A main communication room in a building, containing a main distribution frame
1159	COMMUNICATIONS STRUCTURE CABLING SYSTEM ROOM
	Definition: A room that provides access to communications structural cabling systems.
1194	GREENHOUSE
	Definition: Greenhouse room without a controlled environment regarding temperature/ humidity.

PRIMARY ROOM TYPE CODE: 11	SPACE TYPE CATEGORY: NON-USABLE
	***** The space types in this category are not to be counted as usable floor area when measuring UFA. * Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1108	INFORMAL LEARNING - EXTERNAL
	Definition: An outdoor, covered area with purposed seating / tables / networking for informal learning. (Not a general use outdoor, social seating area). **Other Considerations:** > UFA of this space type is counted as 0 UFA m² as it will skew building UFA/ GFA, however, this code can be used to monitor the growth of this space type. > However, if this area is predominantly used and purposed as Learning space, then it is usable space, and should be coded under the 200 series.
1116	KITCHENETTE / TEA ROOM
	Definition: A small area or room which has tea / other refreshment making facilities but is not furnished with tables and chairs like a Common Room. Refer to 817 for an Outdoor Tea Room.
1117	KITCHENETTE / TEA ROOM - OUTDOOR
	Definition: An outdoor, covered area (associated with a particular building) and set up with furniture that has been provided for staff or students for drinking / eating and socialising.
1161	CHILDCARE - UNDERCOVER / OUTDOOR AREA
	Definition: A sheltered outdoor area, with some sort of covering, which is specifically for the purpose of childcare.
1195	UNENCLOSED - COVERED ANIMAL ACCOMMODATION
	Definition: An unenclosed space with a roof used for the keeping of animals.
1198	OPEN - ANIMAL PENS (NOT ROOFED)
	Definition: An enclosure for animals without a roof
1196	OTHER COVER AREA
	Definition: A covered area used for distinctive activities such as the placement of a drinking fountain, a water tank or bin storage.
1199	OPEN - OTHER UNCOVERED AREA
	Definition: An uncovered area with various functions such as a roof terrace, external circulation, or a chilled water plant.
1114	UNUSABLE SPACE
	Definition: A space or room, internal or external, that is restricted by size, height, other physical or structural elements and cannot be converted readily to a usable space. May include external structures classified as NCC Class 10a (carport, minor shed, some farm shelters) and some internal spaces.

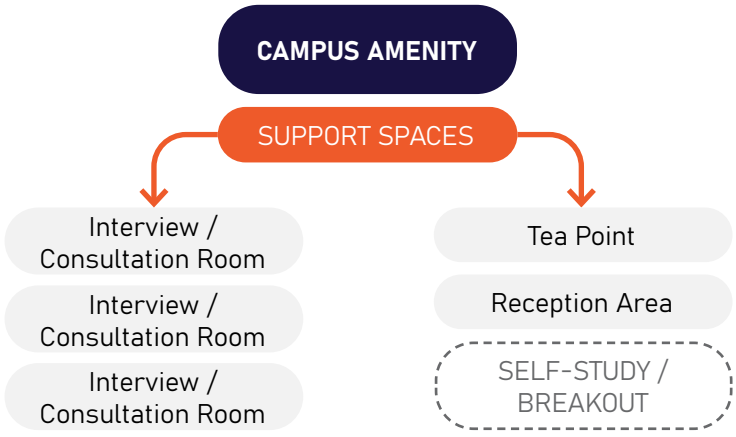
PRIMARY ROOM TYPE CODE: 12	SPACE TYPE CATEGORY: NON-REPORTABLE
	* Refer to Section 6.4 for an overview of the space type numbering changes in this section.
1200	NON-REPORTABLE - NOT DEFINED
	Definition: To be used, as a last resort, for any space that falls under the space type category 'Non-reportable' but does not fit any of the space types listed below.
1201	INVESTMENT - OFFICE
	Definition: Office owned by the institution for investment purposes
1202	INVESTMENT - HOUSE
	Definition: House owned by the institution for investment purposes
1203	INVESTMENT - UNIT / FLAT / APARTMENT
	Definition: Unit / flat / apartment owned by the institution for investment purposes
1205	MOTHBALLED SPACE
	Definition: An area or room that is set aside with no immediate intended use for University purposes. Examples: may include farmland, properties, etc., not maintained or used daily by the Institution.

Appendix C – Space Type Adjacencies

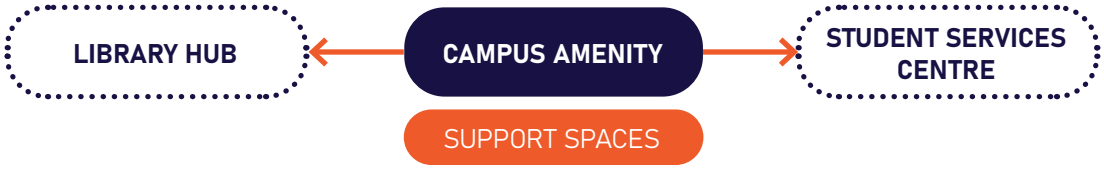
It is intended for the space types listed in these new Guidelines to act as a kit-of-parts, allowing space planners to mix-and-match different space types to create sensible and functional space 'neighbourhoods'. The following diagrams illustrate examples of how the different space types listed in Section 3.5 - Space Categorisation (and defined in Appendix B) can be selectively combined to form larger integrated spatial hubs.

Teaching & Learning Hub

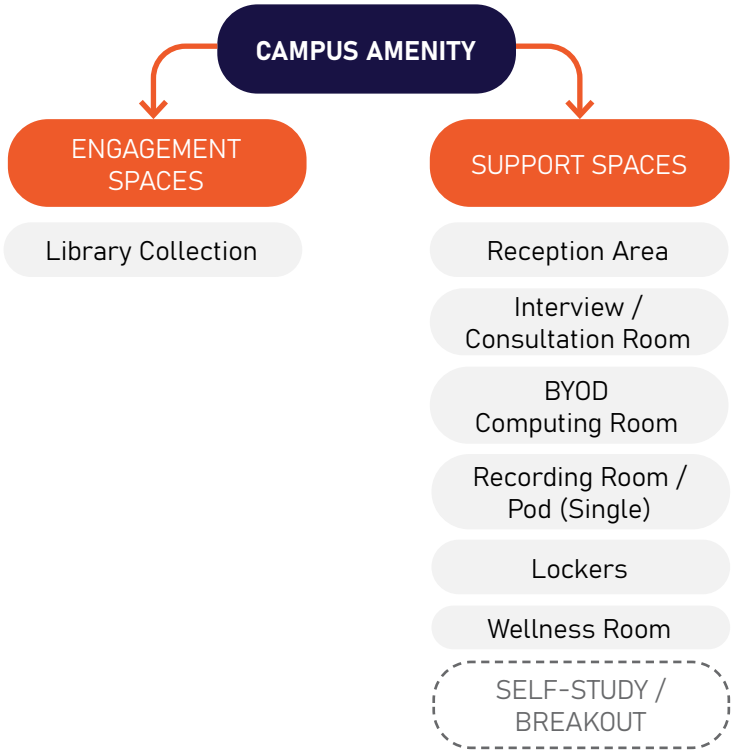
Student Services Centre



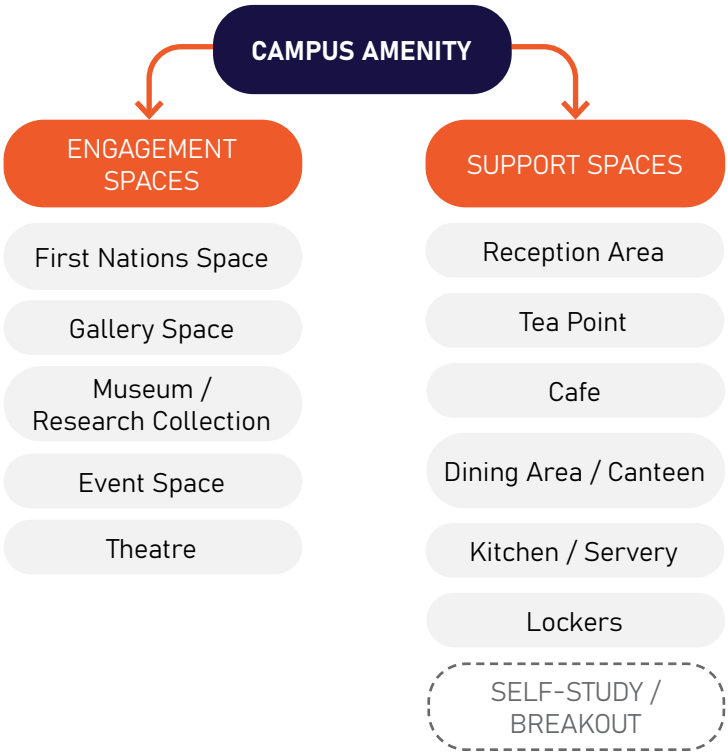
Student Hub



Library Hub



Public Educational Outreach



Clinical Suites

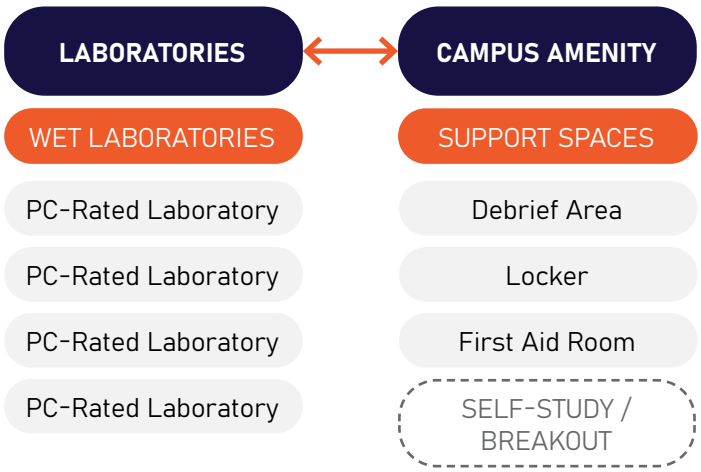
Objective Structured Clinical Examination (OSCE) Suites

An OSCE suite is a specialised facility designed for conducting practical assessments and training in medical and healthcare education. It provides a controlled environment where students can demonstrate their clinical skills, communication abilities, and decision-making in simulated patient scenarios. The OSCE format allows for standardised assessment of students' competencies in a structured manner, often involving multiple stations where different skills are evaluated. These include history-taking, physical examination and procedural skills.

Clinical Simulation Laboratory

A clinical simulation laboratory is a broader facility that provides a comprehensive environment for simulating real-world clinical scenarios. It includes high-fidelity manikins, virtual reality systems, and various simulation tools to replicate patient care situations for training purposes. Unlike OSCE Suites, which focus on structured assessments with predefined stations and specific competencies being evaluated, clinical simulation labs focus on the training aspect of healthcare education, offering a wide range of practice stations, from basic skills to complex clinical scenarios, including team-based simulations.

Super Laboratories



Future Workspace

Future workspace is presented as a kit-of-parts, made up of 'workpoints' and 'support spaces'.

Workpoints are settings where people undertake the majority of their work. They can be assigned or shared and can be in an open or enclosed space.

Support Spaces provide a broader range of settings for people to undertake their work and also include amenity including breakout spaces, meeting rooms, staff lounges, tea points etc. It is important to note that these diagrams provide a high-level guide intended to help space planners in the initial phase of a project to understand the potential space required for workplace.

A workplace strategy should be developed on a case-by-case basis, and this may inform the workplace model that is implemented.

Research Incubator

Research Faculty Workspace