

3 Design

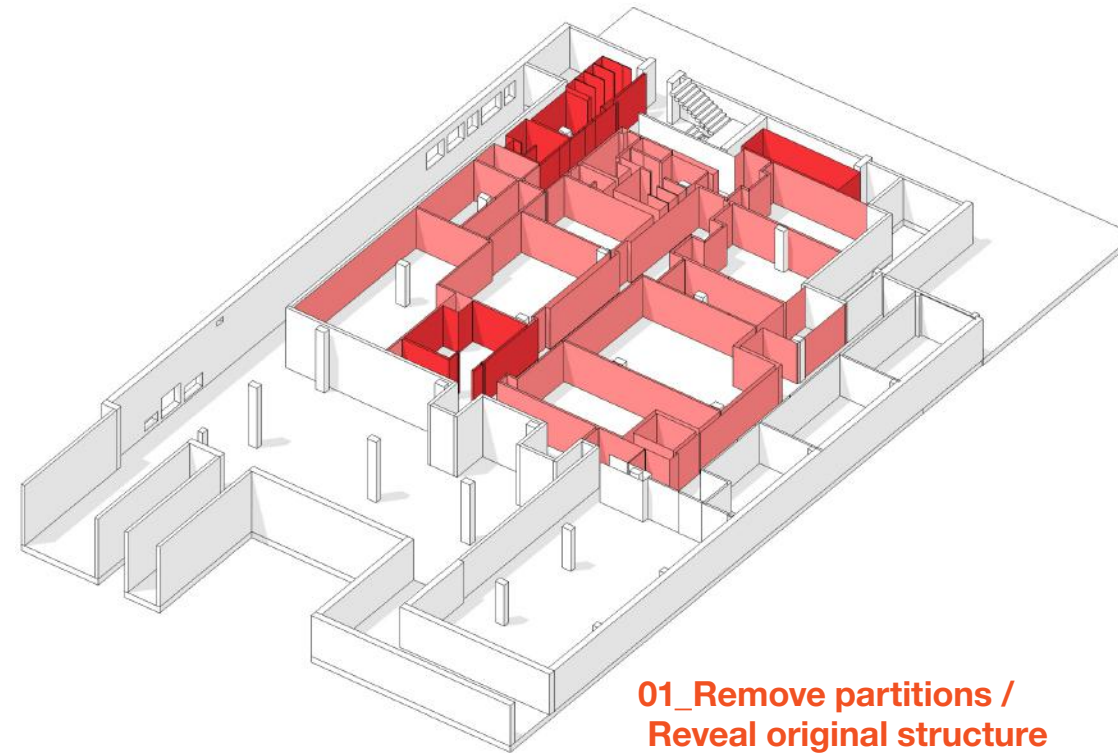
3.5 Design Principles

The emerging designs aim to stay true to Lasdun's concept by maximising future flexibility. The building has been heavily adapted over the past 40 years and the flexibility of the floorplate has become compromised. The proposed plans strip back the partitions to the structural frame, which we will work with to establish a rational regular and flexible grid. The large, open and regular spaces enable the floor plates to be easily adapted to accommodate future change. Also there are no structural walls within the open plan areas.

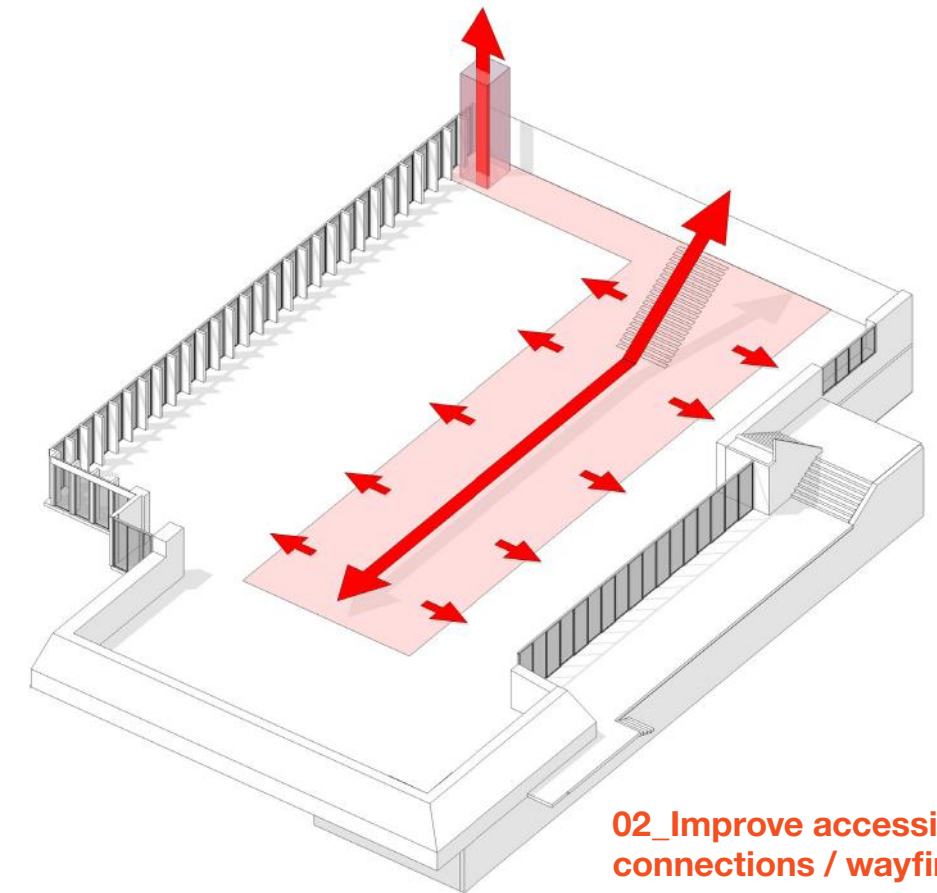
Each floor will be designed to follow the following key design principles in relation of types of activities and space quality:

- Variety of breakout/social learning activities in the central spine of the floorplate.
- Shared facilities such as Tea / Printer / Recycling Points located close to the stair and lift for ease of access, wayfinding, and to trigger social interaction.
- Flexible teaching spaces with moving/folding partitions are located around the perimeter of the floorplate.

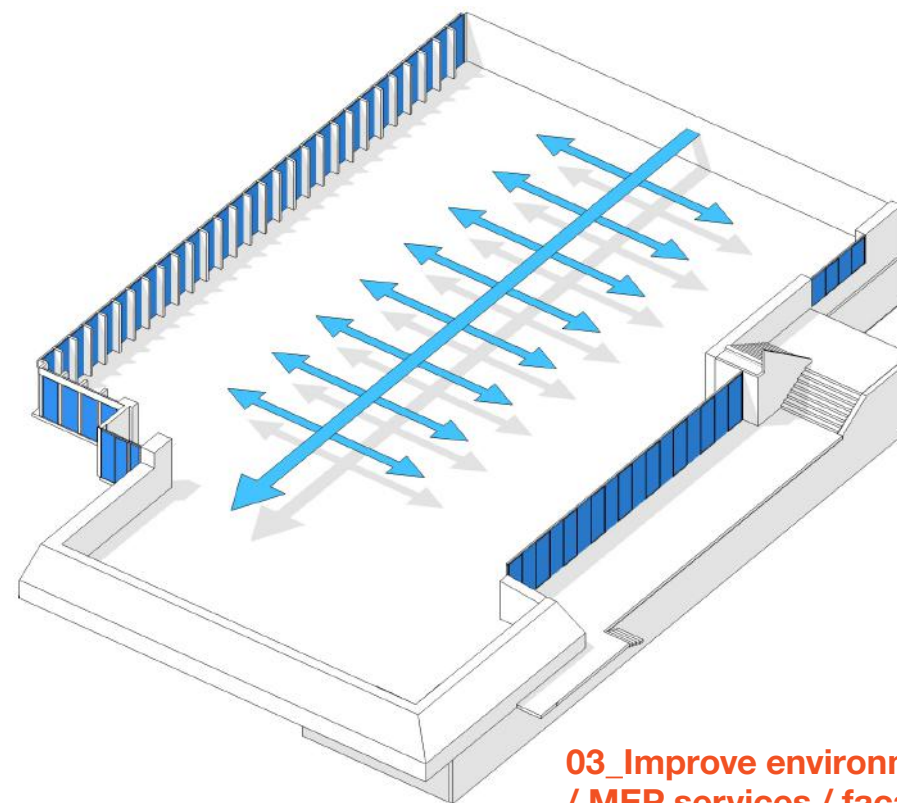
The diagrams on the right illustrate the key design moves



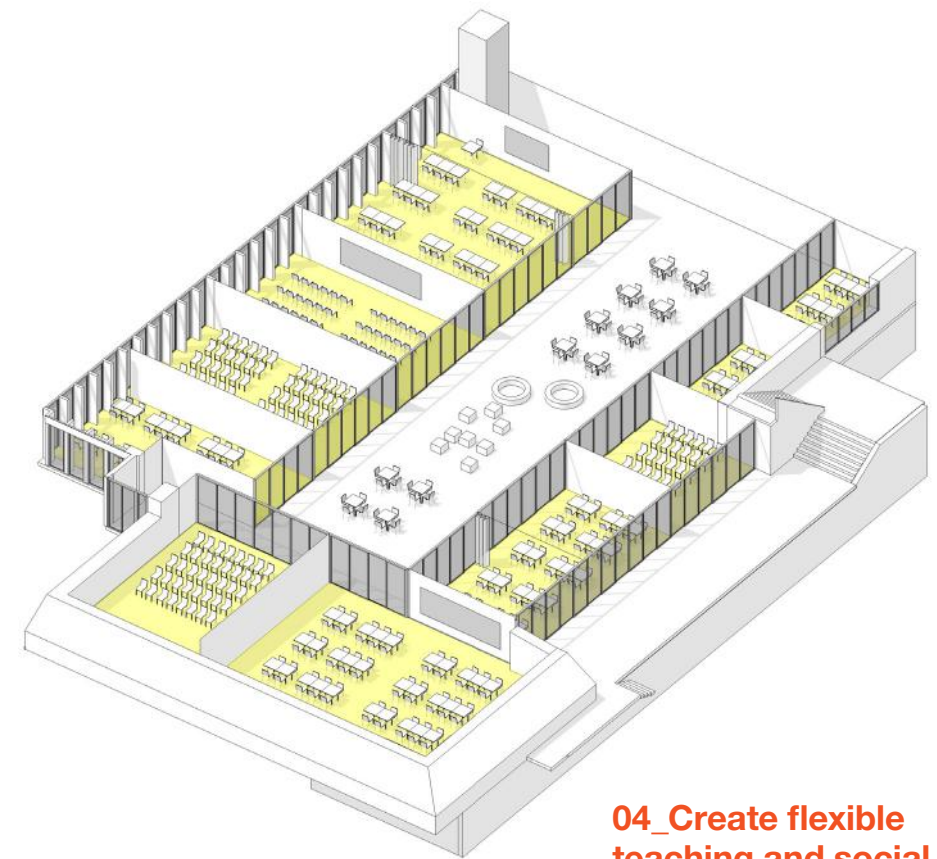
**01_Remove partitions /
Reveal original structure**



**02_Improve accessibility /
connections / wayfinding**



**03_Improve environment
/ MEP services / facade
performance**



**04_Create flexible
teaching and social
learning space**

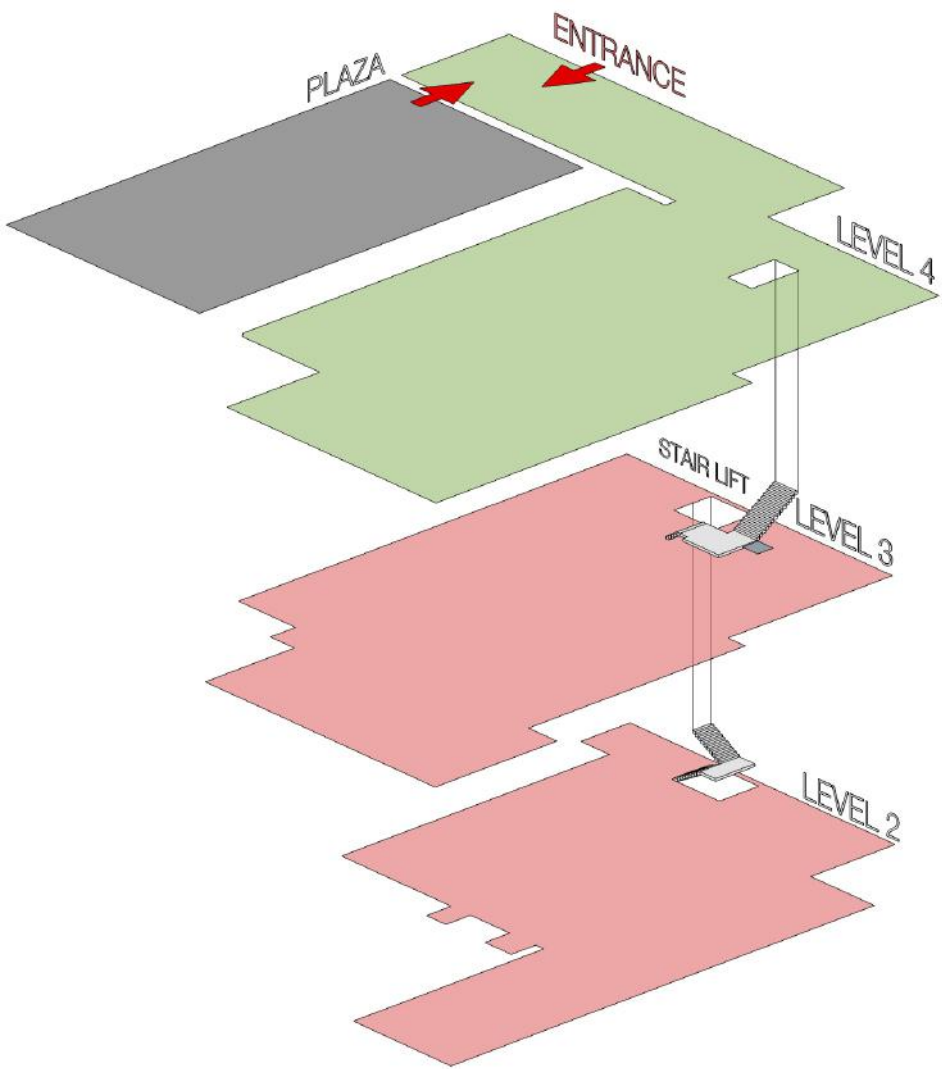
3 Design

3.6 Designing for Accessibility

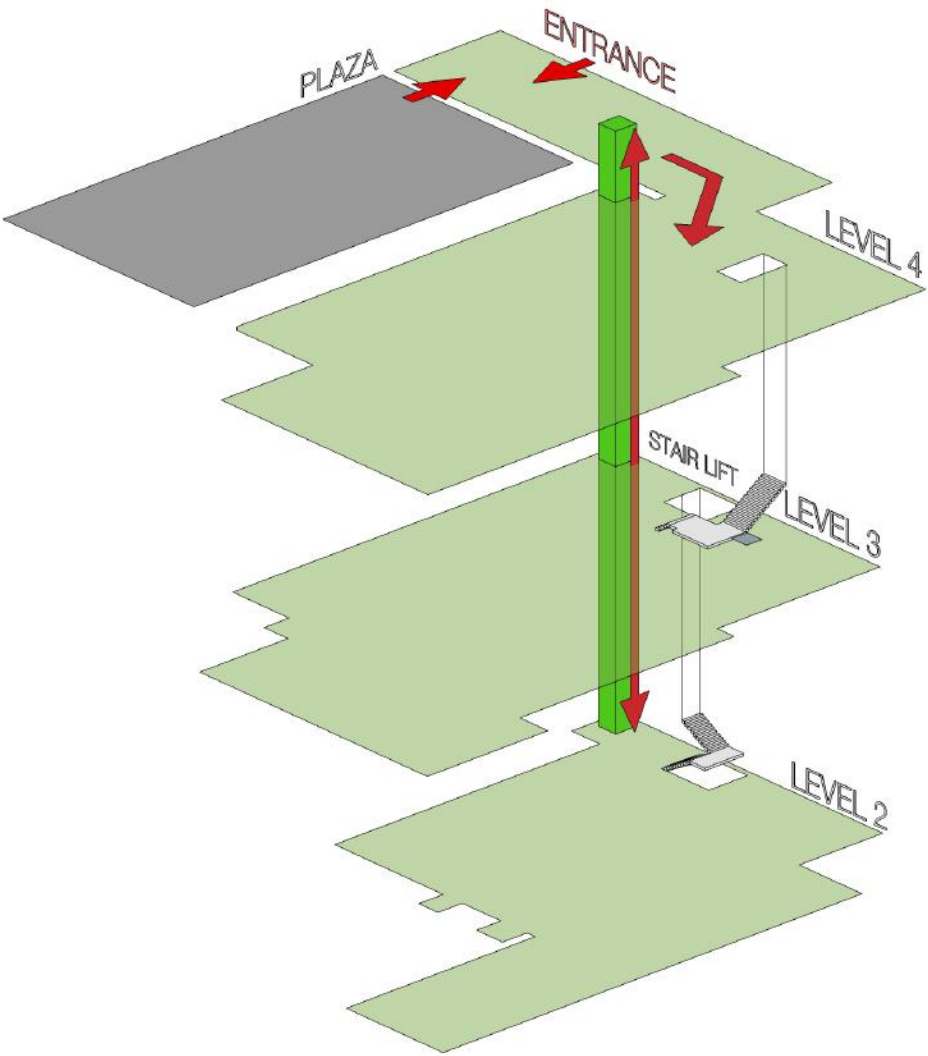
It is UCL's aspiration to ensure proposals can become fully inclusive for students and staff wherever viable. The team have proposed the inclusion of a new lift to the serve Levels 2-4 in the Wing, meeting the requirements for Part M and also providing better accessibility for all users to these currently inaccessible areas.

UCL's preference is for a 13 person passenger lift (shaft W2200mm X D1900mm), However, as advised by lift specialists Cook + Associates, there is a requirement to have a minimum safe area above and below the lift for an engineer when installing and maintaining a new lift. The existing limiting factor is the floor to ceiling height of approx 2.95m, which will not comply with the 3.2m from final serving FFL required to form the lift overrun.

At this stage, UCL are seeking for approval for the principle of the lift shaft, details of which can be agreed via condition at a later stage.



Existing accessible area within the scheme



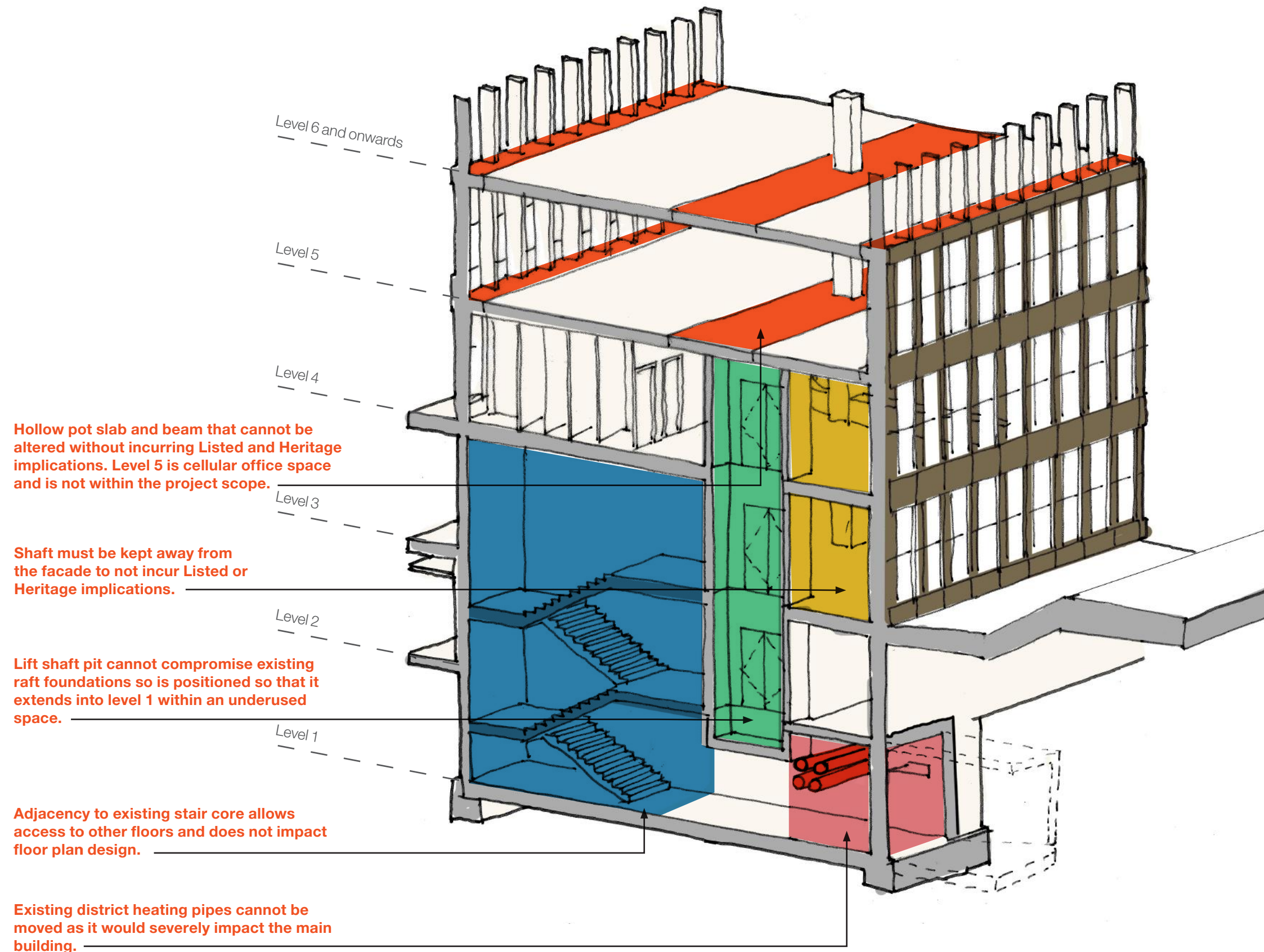
Proposed accessible area within the scheme

3 Design

3.6 Designing for Accessibility

There are a number of challenges in locating and designing the lift core, particularly within the context of a Listed Building. These are shown on the adjacent diagrams and summarised

- Existing, restricting floor to floor heights.
- Lift requires a lift pit.
- Lift shaft must not be visible within the facade as it is a Listed Building.
- There are existing district heating pipes at level one that cannot be moved.
- To work with the design, the lift would be best placed adjacent to the existing stair core
- At level 5 there is a hollow-pot slab and beam that limits the height the lift can extend.
- Level 5 is not within the scope of the scheme and contains cellular office space.



KEY:

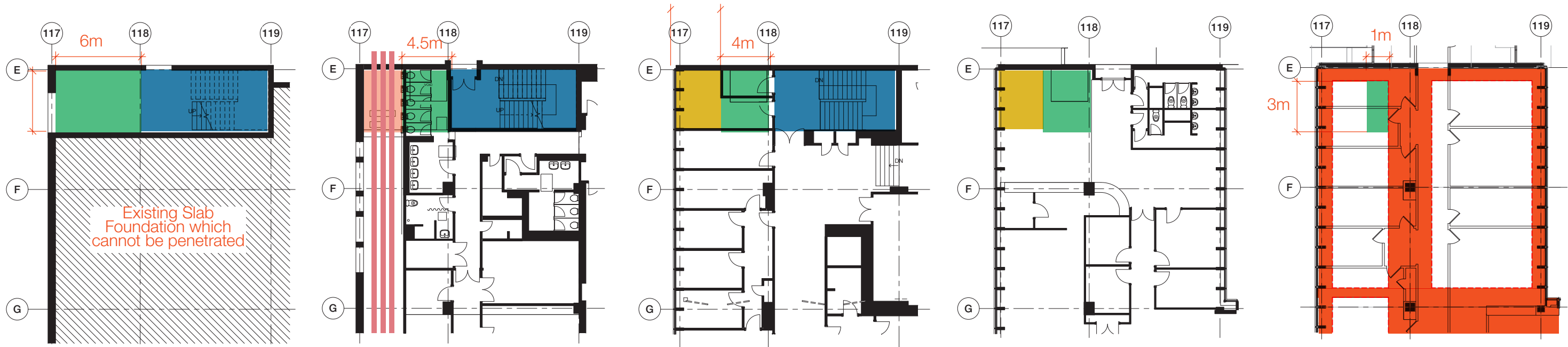
- Available Area for Lift Shaft
- Existing Stair Core
- Existing District Heating Pipes
- Step Back from Listed Facade
- Structural RC Beam.

3

Design

3.6

Designing for Accessibility



Level 1:

Level 1 is significantly smaller than the other floor plates and consists of an underused space with a stair core.

Level 2:

Existing district heating pipes that serve the main building. These pipes cannot be moved without affecting major services within the main building and auditorium.

Level 3:

The lift shaft should be an adequate distance away from the window so that the lift-shaft is not visible from the exterior and not harming the highly significant exterior of the heritage assets.

Level 4:

The Level 4 office space provides access back to the main building.

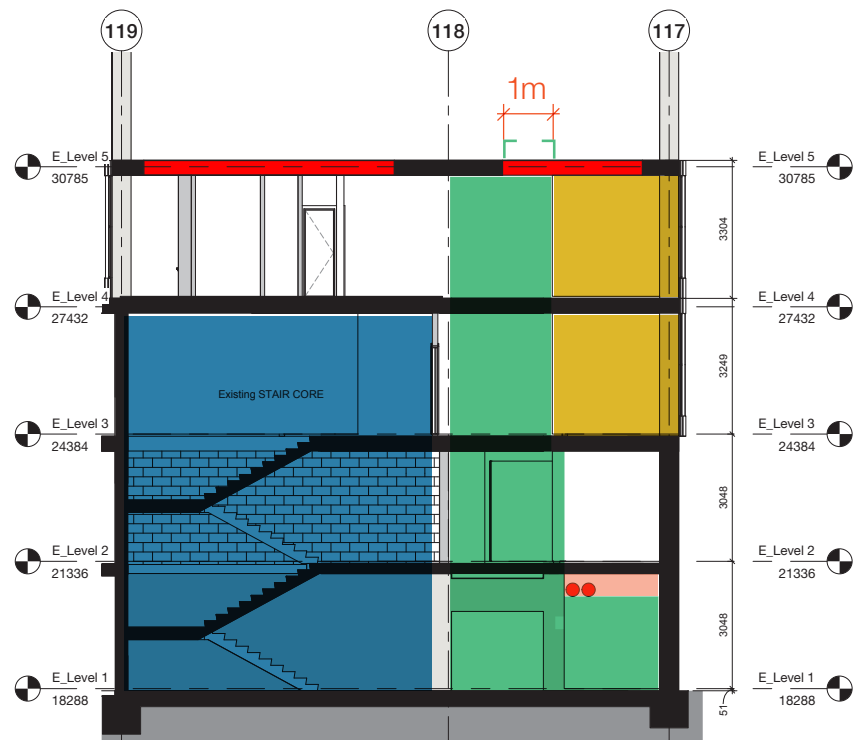
Level 5:

The Level 5 office space is not with our scope and the floor is made from a 14" thick hollow pot slab and 14" RC beam. In order to create a 3200mm lift overrun, the primary beam in Level 5 slab would need to be penetrated. This is not viable given the existing structural and heritage constraints we face.

- KEY:
- Available Area for Lift Shaft
 - Existing Stair Core
 - Existing District Heating Pipes
 - Step Back from Listed Facade
 - Structural RC Beam.

Section:

Illustrating the constraints on the lift shaft profile and location.



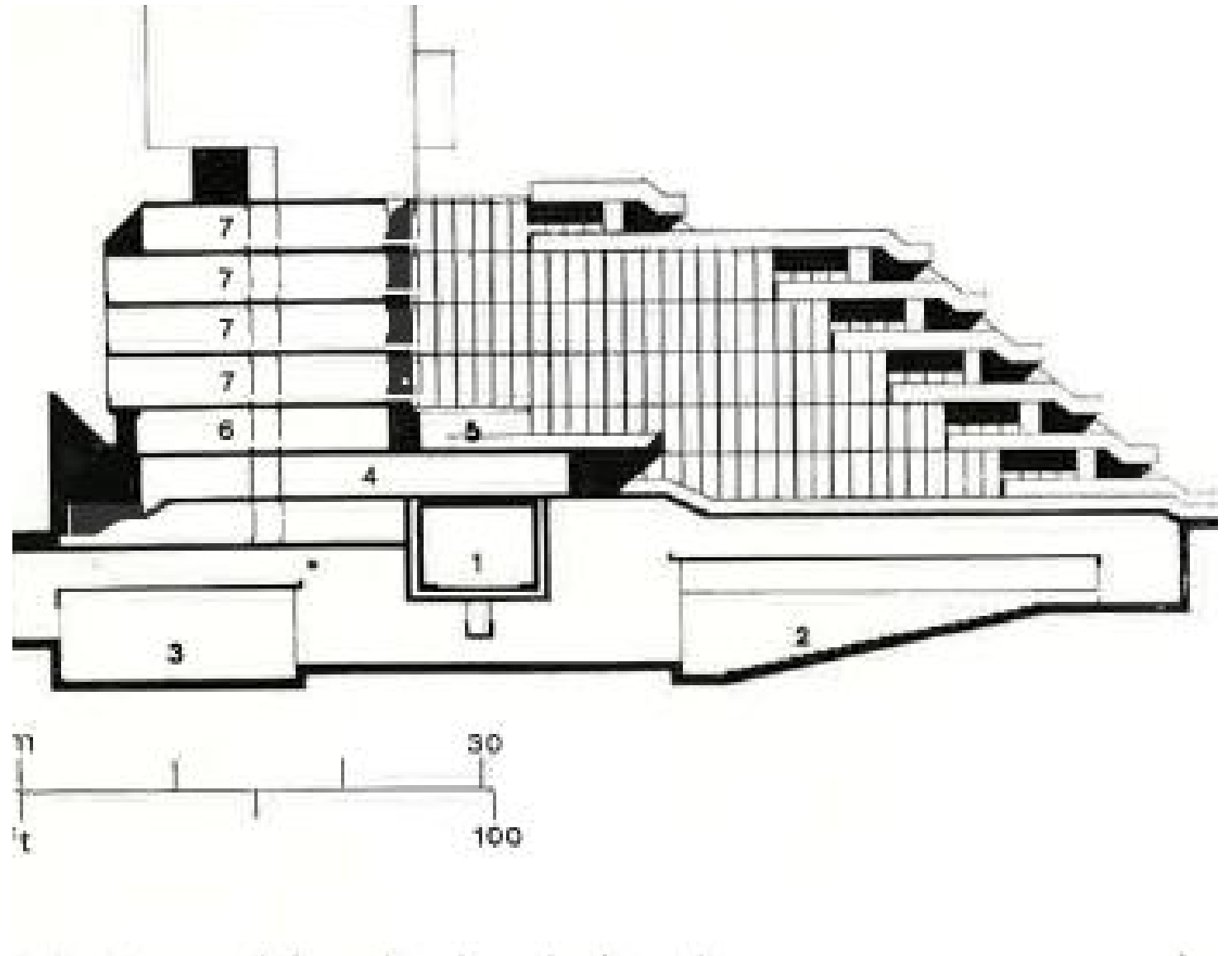
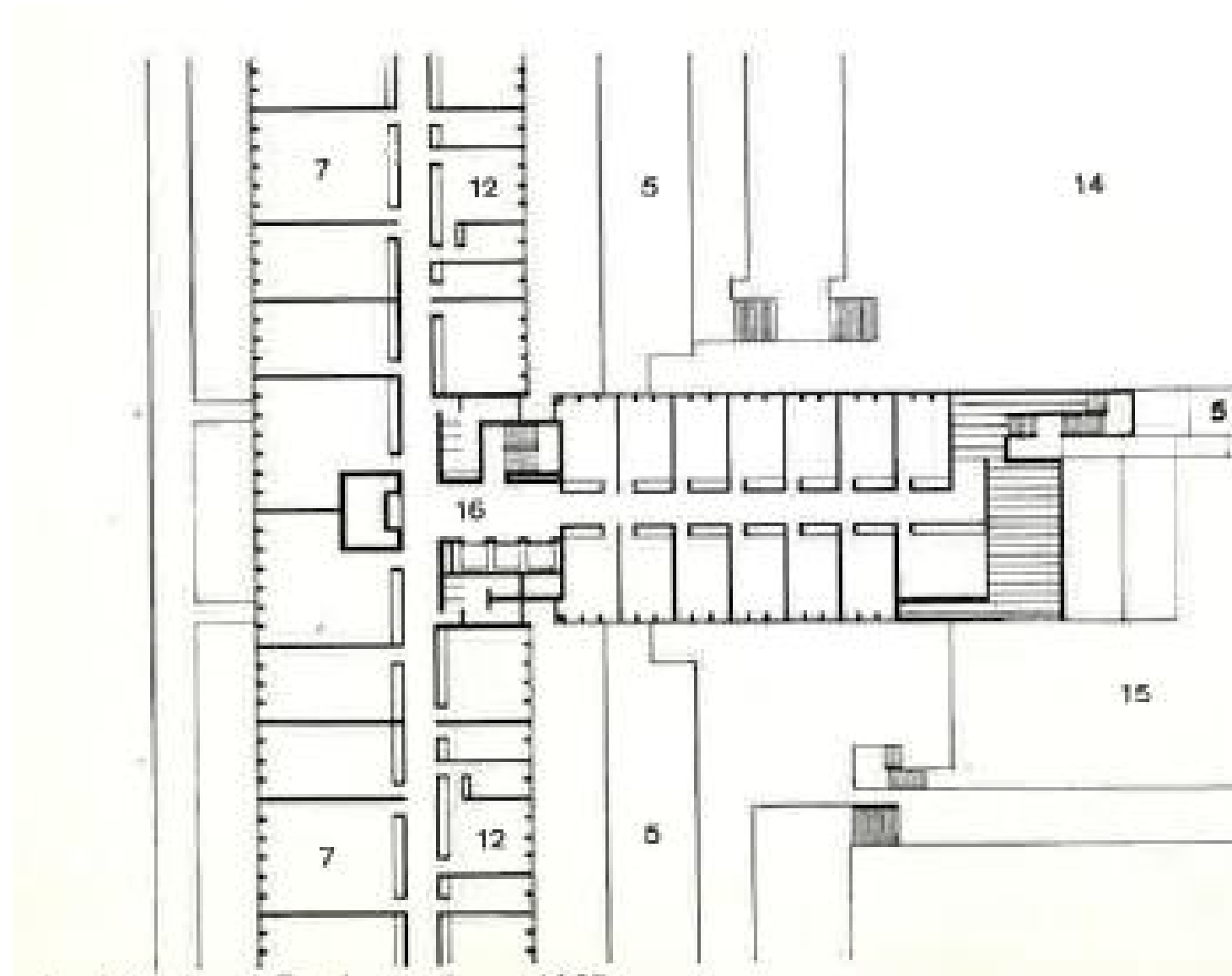
3 Architectural Proposals

3.7 Designing for flexibility

The Grade II* listed 20 Bedford Way is a rare quality example of a university teaching and administration building designed by Lasdun, one of Britain's leading post-2nd World War architects.

The internal teaching spaces were designed to be flexible, and continue to be altered regularly - a tribute to the success of the original concept.

Today, UCL is in urgent need of additional teaching and administrative space. Emerging designs seek to satisfy this need, adjusting the spaces to continue the heritage asset's optimum viable use as a building for teaching and academic administration.

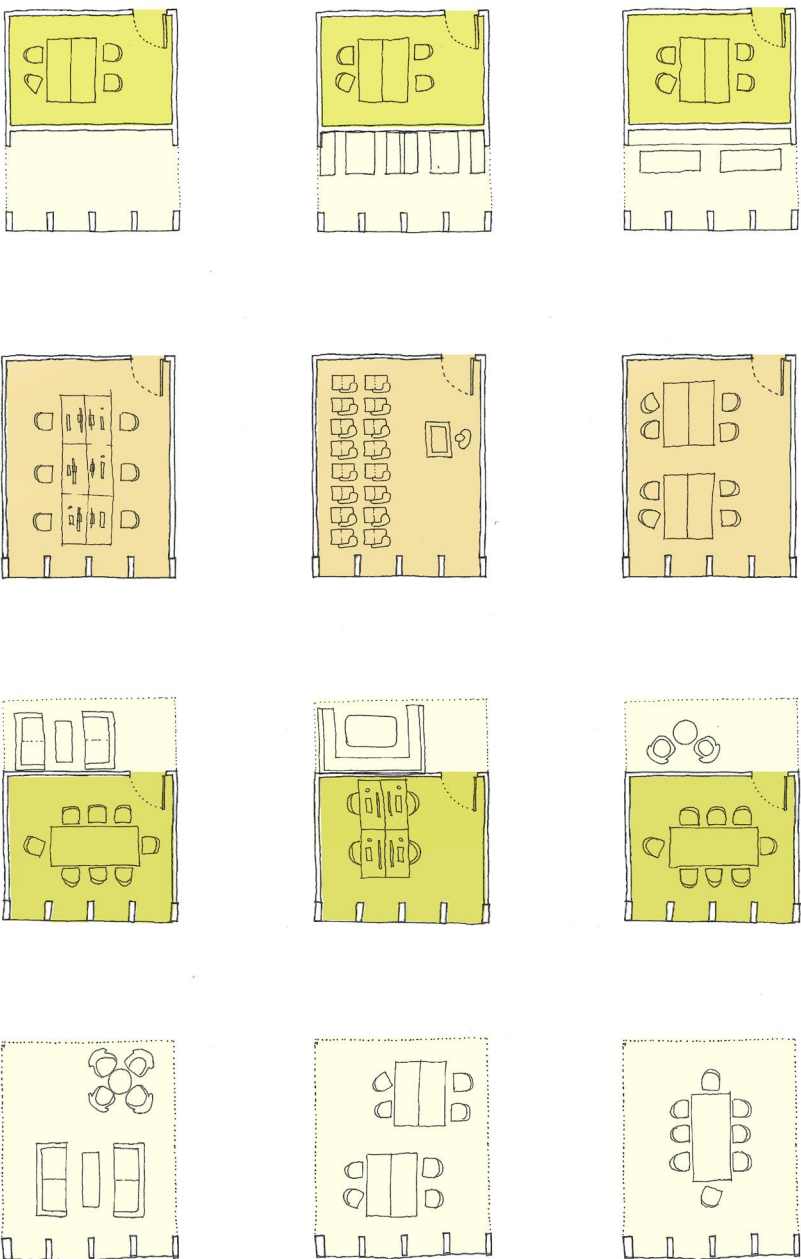


Lasdun's Original Plan and Section

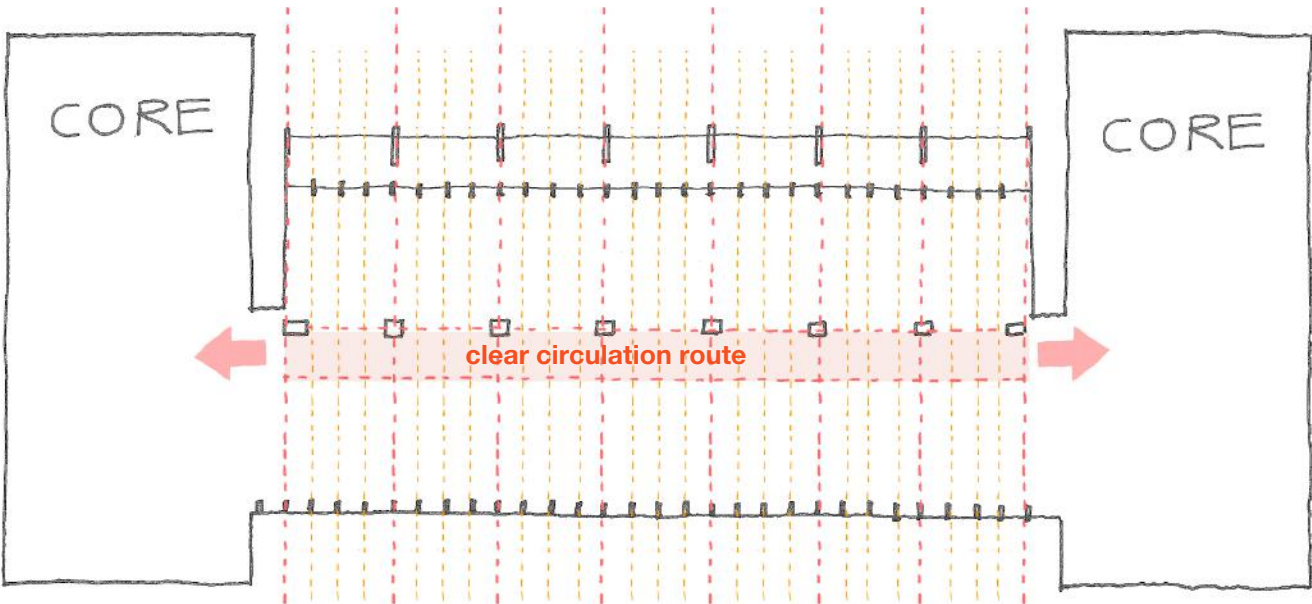
3 Architectural Proposals

3.8 A Kit of Parts

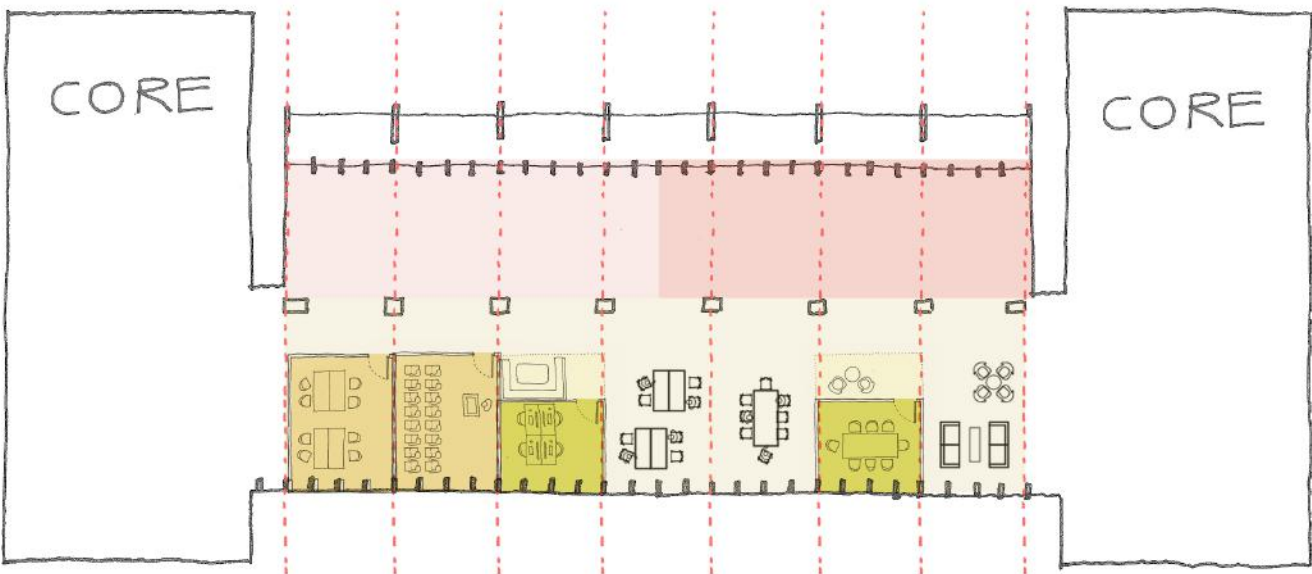
True to Lasdun's original concept for flexibility and adaptability, the emerging designs propose to take advantage of the flexible structure and grid provided by the original building. The diagrams on this page illustrate how a number of different modular spaces can be arranged within the existing floorplate, allowing the building to adapt to evolving user needs.



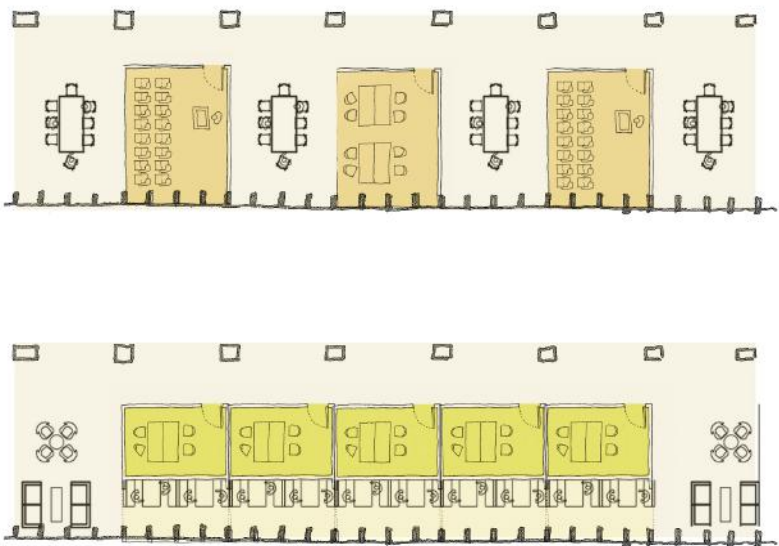
1. Establishing the grids
- working with existing structure, curtain walling and circulation routes



1. Divide the floorplate
- larger occupancy rooms located on the northern side to reduce HVAC loads
- kit-of-parts arranged on the southern side to suit emerging brief



3. Alternative kit-of-part layouts
- the kit-of-parts can be arranged and organised to fulfil the emerging brief of the building's refurbishment. This will be developed further at the next stage.

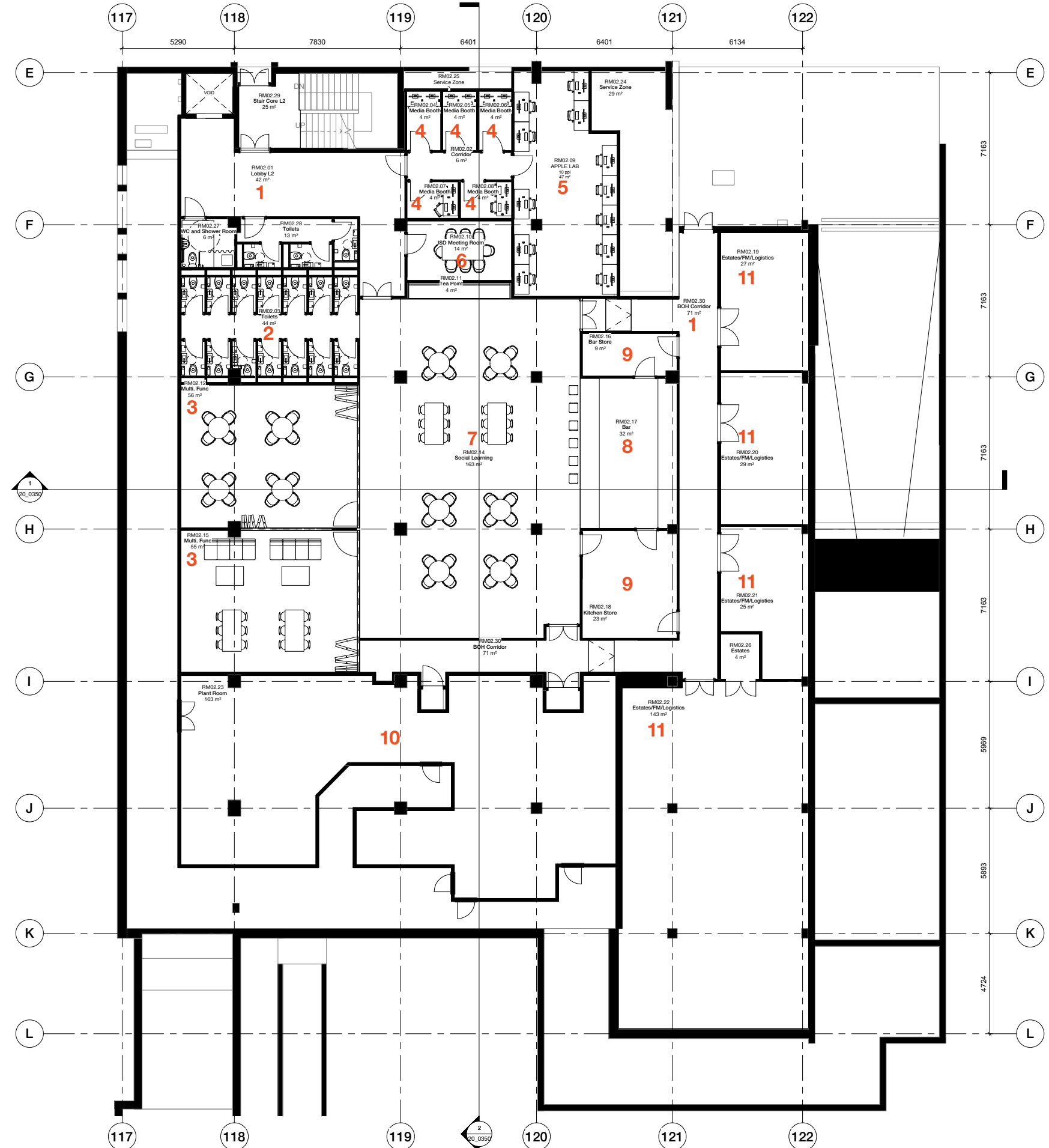


4 Architectural Proposals

4.1 Level 2 Wing Layout

The following pages show the current Phase 1 layouts, combining a number of functions and space types. The proposals seek to unlock a number of underutilised spaces and provide much needed teaching and social learning spaces. Phase 1 also provides decant/swing space to facilitate the later phases.

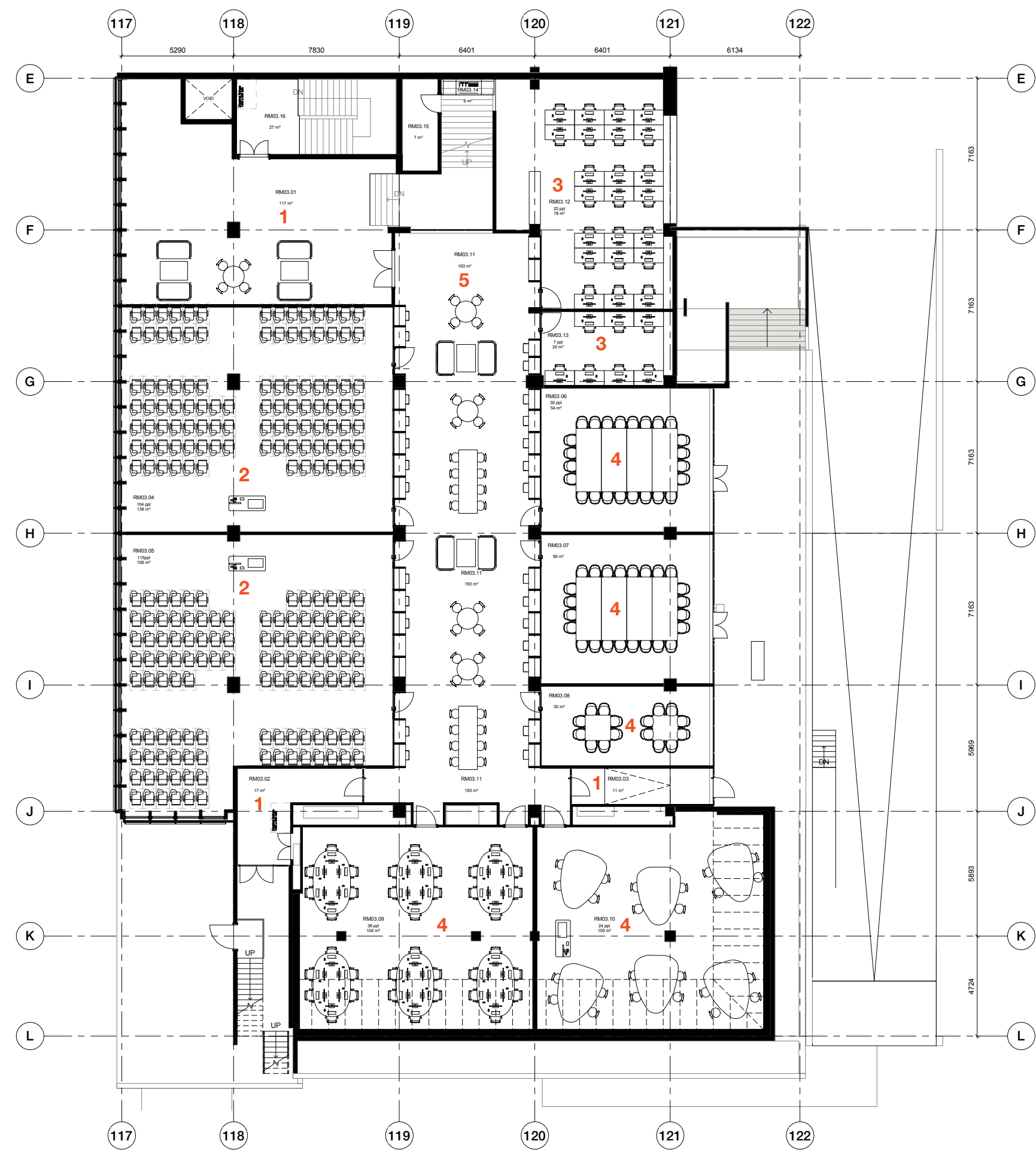
Please refer to the accompanying architectural drawings.



- 1. Corridor
- 2. Toilets
- 3. Multifunctional Room
- 4. Media Booth
- 5. Apple Lab
- 6. ISD meeting room
- 7. Social Space
- 8. Bar
- 9. Bar Store
- 10. Plant Room
- 11. Estates/FM/Logistics

4 Architectural Proposals

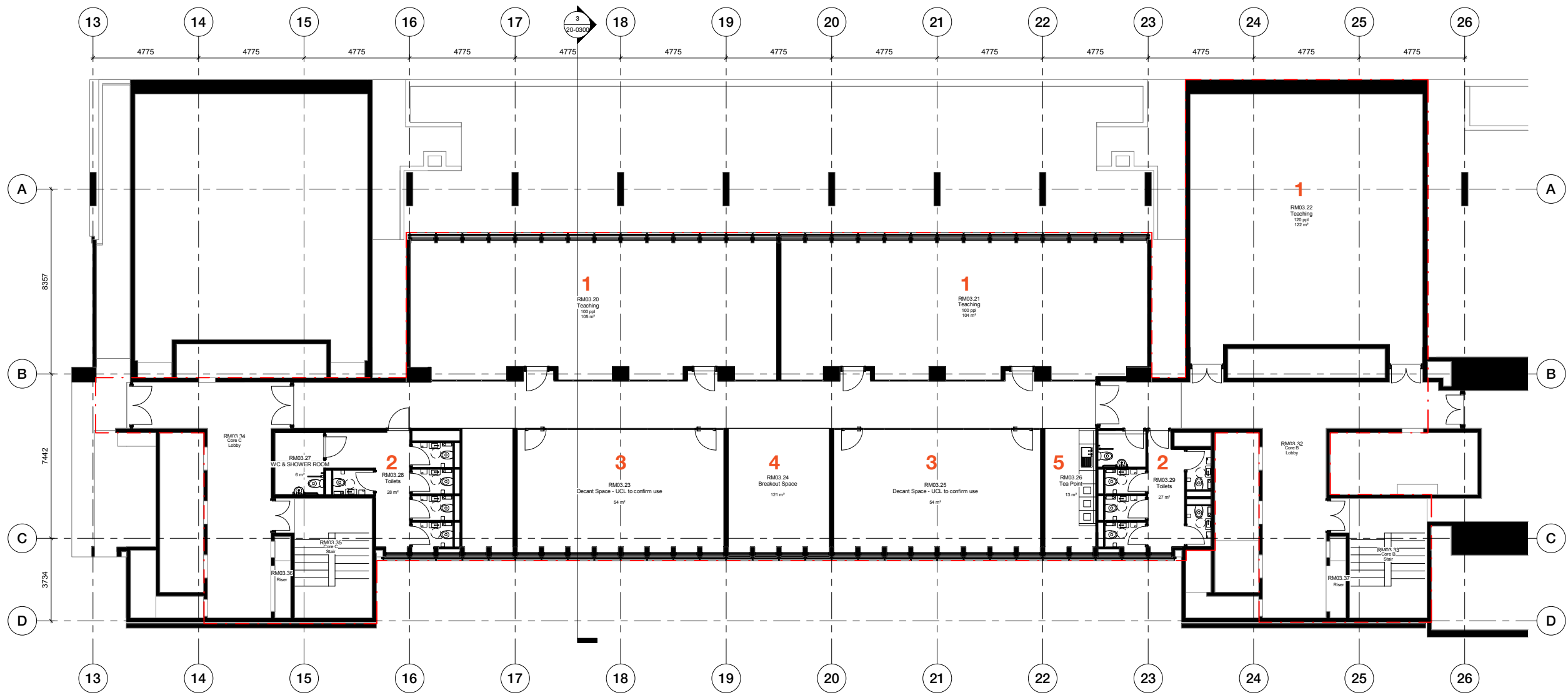
4.2 Level 3 Wing Layout



- 1. Corridor
- 2. Teaching theatre
- 3. ISD / Office Space
- 4. Teaching Rooms
- 5. Social/Learning Space

4 Architectural Proposals

4.3 Level 3 Core B-C Layout

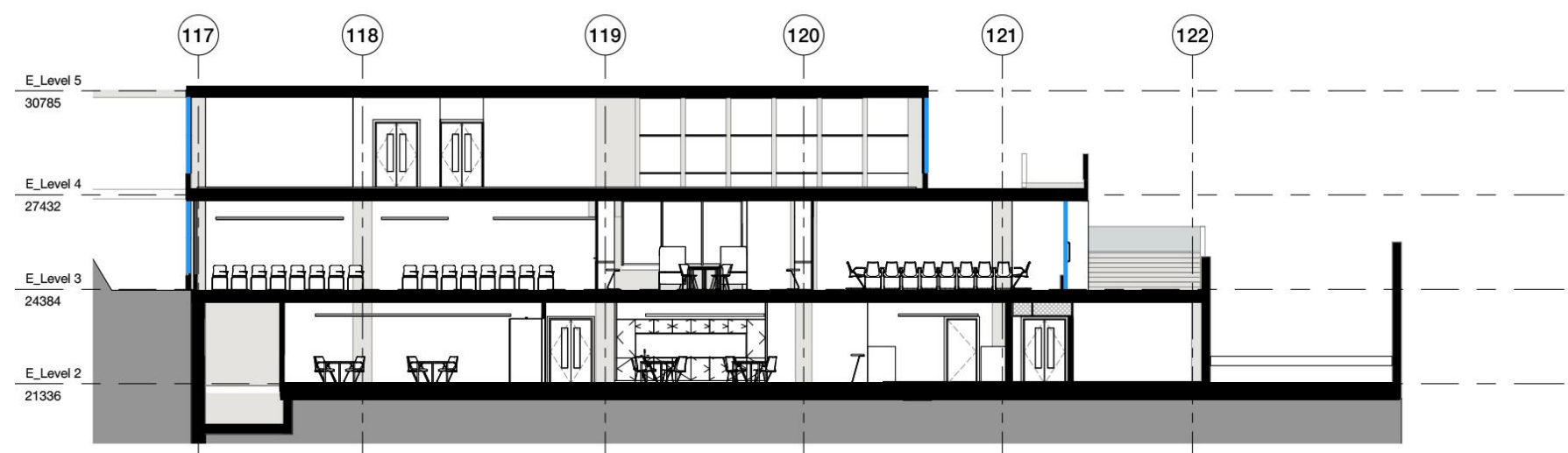


- 1. Teaching Theatre
- 2. Toilets
- 3. Decant Space
- 4. Break out Space
- 5. Tea point

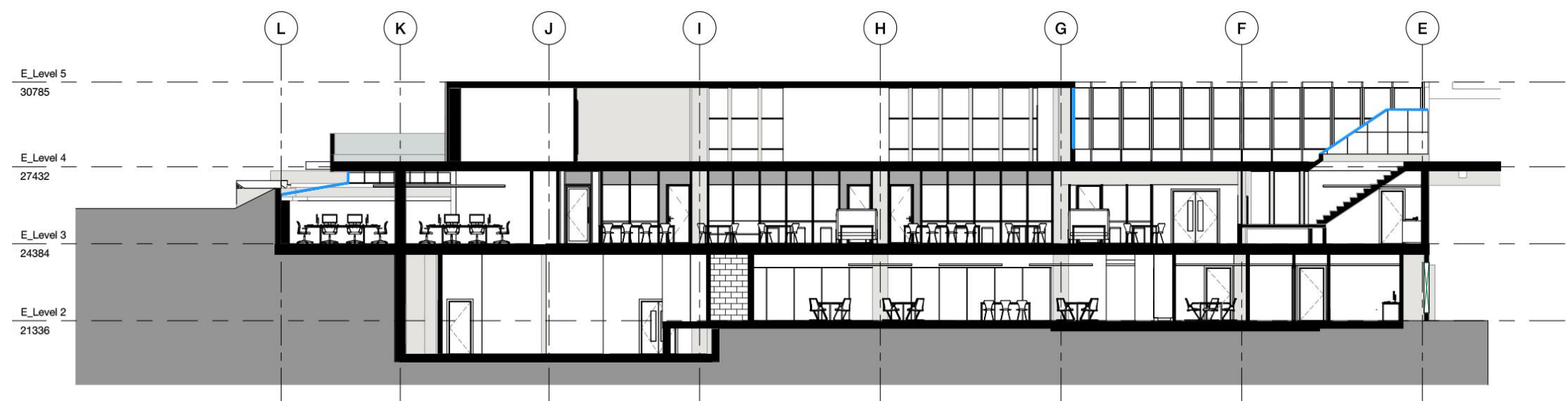
LEGEND :

4 Architectural Proposals

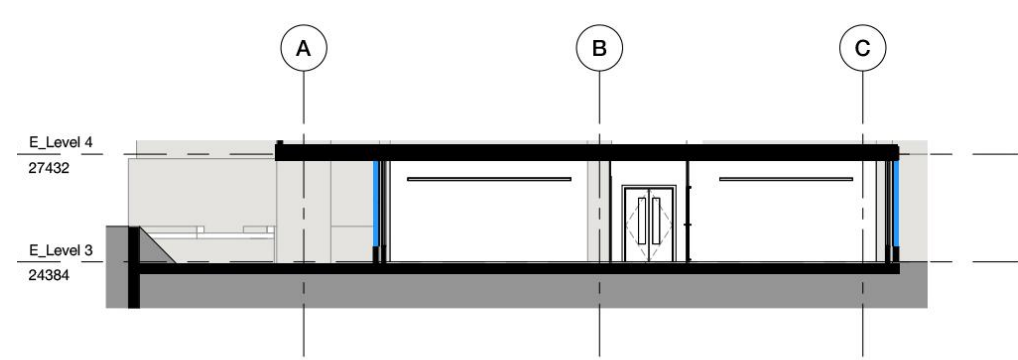
4.4 Sections



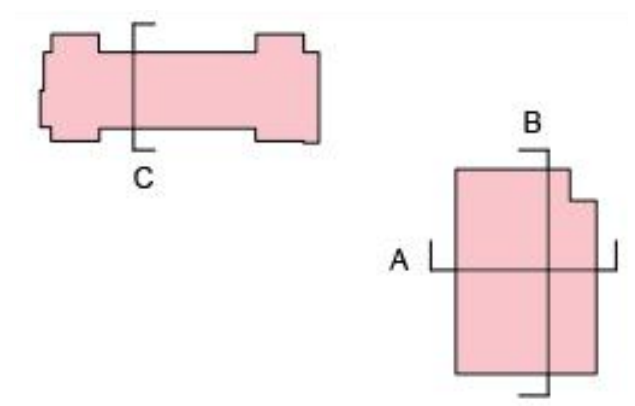
GA - Short Section AA



GA - Short Section BB



GA - Short Section CC



4

Architectural Proposals

4.5

Teaching Layouts

Teaching rooms
Lecture and seminar rooms will provide a variety of spaces for teaching throughout the building. All rooms for study will be accessible and contain facilities to ensure navigation to, through and within them is intuitive and simple to carry out.

We have worked hard to ensure all spaces are designed for both disabled and non-disabled people, ensuring clear sightlines, circulation routes and suitable furniture. Further briefing information is required from UCL at the next stage, particularly with regards to furniture preferences and IT/AV infrastructure,

ensuring the designs maintain clear sightlines and accessibility and provide new high-quality teaching environments. Further coordination will also be required with the contractor and MEP specialists to ensure headroom below services is maximised, and power/data provision is adequate and coordinated.

