

2026-2036 USP Master Plan

Introduction

THE UNIVERSITY OF THE SOUTH PACIFIC

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USP THE UNIVERSITY OF THE SOUTH PACIFIC

University of the South Pacific

Executive Summary

Vision Statement

The master plan aims to facilitate the following vision:

USP is a network of campuses across the Pacific designed to inspire learning, enable discovery, and foster belonging. The University Estate is adaptable, digitally connected, and rooted in Pacific identity, empowering every student and staff member to shape a resilient Pacific future.

Objectives & Principles

The following objectives and design principles were developed for the USP master plans to guide infrastructure decisions over the decade ahead:

+ Foster a sense of belonging
+ Create a resilient Pacific future
+ Be adaptable & connected
+ Enable learning & growth
+ Celebrate Pacific identity

The Master Plan Principles translate the vision and objectives into practical, actionable design direction and are consistent across all campuses, while allowing for each site's specific context and character:

+ Create safe, easy access
+ Give the campus a heart
+ Design for flexibility & technology
+ Link people & places
+ Reflect local Pacific identity

Master Plan Scope

The master plan is focused on 6 of the 13 USP campuses. The selection of these 6 campuses reflects their larger size and complexity. Though it is planned that the guiding principles and infrastructure strategy presented in this master plan can be applied to the remaining campuses. The future timeframe that the master plans considered was 10 years to 2036, with the triennium planning and funding structure aligned to this in the implementation plans at the conclusion of each campus master plan.

Methodology Overview

The four overarching phases of the project were:

1. **Project Inception & Background Reporting** - The team unpacked USP's current challenges and future outlook by reviewing strategic documents and meeting with USP leadership.
2. **Campus Visits & Stakeholder Engagement** - Enabled campus assessments of current condition, and understanding of the needs and aspirations of staff and students.
3. **Preliminary Master Plan Development** - To align future infrastructure projects and campus renewal with strategic objectives and needs of the campuses. This was a data driven exercise informed through findings in Phase 1 and 2.
4. **Final Master Plans** - Following meetings by the USP team with stakeholders across the campuses, feedback was recieved and incorporated into the final documents.

This process enabled a data driven, logical approach to the master plans. Additionally, it was seen as essential to get buy in from senior leadership, staff, and students across the campuses.

How to Use The Master Plan Reports Suite

+ This **Introduction report** is to be read first and is a common introduction to all the master plans. It has been devised to generate understanding of the strategic imperatives of USP and overarching framework for the project. It considers the drivers underpinning campuses of the future within the Pacific and broader university education sector. It sets out the vision, objectives and design principles that all the campus master plans are to be guided by.
+ **Each campus has a standalone master plan report** - there are 6 master plans that follow a similar approach to contextual analysis and master plan response and may be read as a set or for those interested in individual campus direction the reports can be used alone.
+ The master plan reports are for: Samoa, Tonga, Solomon Islands, Vanuatu, Kiribati and Laucala. Where there are multiple campus properties in a location these are addressed in sections of that report.
+ The final section of the master plan reporting suite, that should be read alongside the individual campus master plans, is called **Design Guidance & Next steps.** This Design Guidance translates the Master Plan Vision into a consistent framework for built form, landscape, movement, and sustainability, applied and refined at the precinct and project level - delivering innovative, sustainable outcomes that give physical expression to the plan's objectives and principles.

Pro-Chancellor Foreword



Siosiua ‘Utoikamanu

Pro-Chancellor and Chair of Council

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USP
THE UNIVERSITY OF THE SOUTH PACIFIC

Introduction

01












Introduction

USP Context and Project Process

The University of the South Pacific comprises 13 member countries. The master plan focuses on 6 locations: Laucala, Vanuatu, Solomon Islands, Samoa, Tonga and Kiribati.

Hames Sharley prepared the Laucala master plan in 2018. USP subsequently commissioned Hames Sharley to update this master plan and prepare five additional new campus master plans. It is noted that an earlier master plan for the Vanuatu campus was prepared by Jasmax in 2013.

While the current master plan addresses these 6 campuses, the intent is that the campus strategy and guiding principles established through this work can also be applied to USP's remaining campuses in future.

The Master Plan Purpose and Scope

The USP Master plan aims to provide an evidence-based framework for the development and renewal of 6 of the University of the South Pacific's campuses over the next 10 years. The master plan seeks to guide investment decisions, prioritise infrastructure upgrades, and shape the physical environment of each campus to better support learning, teaching, and student experience while on campus. In other words, to blur the lines between learning and living to create a sticky campus heart where students are drawn in and encouraged and supported to stay.

The intent is also to ensure each campus reflects USP's institutional identity as well as the local identity of each member country and communities.

This master planning considers the connections between and entry to buildings, outdoor and social spaces as well as the role and function of buildings and how these might evolve over the 10 year timeframe.

The master plan should be used as the guiding framework for future capital development at each campus with investment decisions related to the spatial framework, objectives and principles. Infrastructure investment decisions should be tested to ensure alignment with the direction proposed in each master plan.

Beyond the Scope and Next Steps

USP will take this master planning work forward, including the completion of cost estimates, business cases and more detailed project planning for each campus. The final report section called **Design Guidance & Next Steps** outlines the key suggested specialist reports that should be considered to progress and accompany the framework that the master plans provide.

The Changing Landscape of Universities

The master plan is timely as higher education institutions globally reassess what a campus needs to be, in a digitally connected post-COVID era. USP's context in that it is geographically dispersed, culturally diverse, and serving communities across the Pacific, makes this reassessment particularly significant. Several key trends are shaping the sector, and Hames Sharley has drawn on its broader tertiary education experience and knowledge to embed responses to these trends within the USP master plans.

Delivery Model

The growth of blended and online learning has changed the type and quantity of learning space required on campus. Fewer traditional lecture theatres are needed, while demand is increasing for flexible, technology-enabled spaces that support hybrid teaching, collaborative project work and informal peer-to-peer learning. Hames Sharley's master plans respond to this by prioritising adaptable, multi-purpose learning environments over single use teaching spaces, allowing each campus to evolve as delivery models continue to shift.

Student Experience, Satisfaction and Success

Universities increasingly compete and are measured on the strength of the student experience they offer, not just academic outcomes. This has driven investment in amenities that support wellbeing and day-to-day campus life. Gyms, cafés, retail and social spaces that create a "city-like" campus create an environment where students want to spend time beyond scheduled classes. For USP, this principle is particularly important given the residential nature of several campuses and the role the university plays as a social and cultural hub for students who may have travelled from other islands or countries to study. The master plans embed this thinking by strengthening the network of social, recreational and support spaces between academic buildings, encouraging movement and interaction across campus rather than isolated pockets of activity.

Identity and Place

A further trend shaping university master planning is the growing recognition that campuses should reflect institutional identity alongside local cultural identity, rather than adopting generic or imported models. This is central to USP's master plans: each of the six campuses has been considered not only against university sector benchmarks but against the specific cultural, environmental and community context of its member country, ensuring the resulting master plans are distinctly Pacific in character rather than a 'one size fits all' response.

Together, these trends have informed a master planning approach for USP that balances contemporary tertiary education best practice with the specific needs, culture and identity of each Pacific campus and community.

Project Process and Methodology

Following project inception, two parallel streams of work fed into the Background Reporting stage: a review of existing strategic documents, building condition data and proposed capital works; and initial stakeholder engagement, including executive leadership meetings. The diagram opposite illustrates the project process and method adopted.

This background reporting then informed a period of on-the-ground investigation during March-May 2026 comprising campus visits, staff and student workshops, campus assessment and further leadership meetings which grounded the master plan in the lived experience and priorities of each campus community.

Insights from this engagement were consolidated into Engagement Outcomes Reports and following this a Preliminary Master plan document was produced in August 2026. Each campus has its own Master plan report and Engagement Outcomes report as its Appendix.

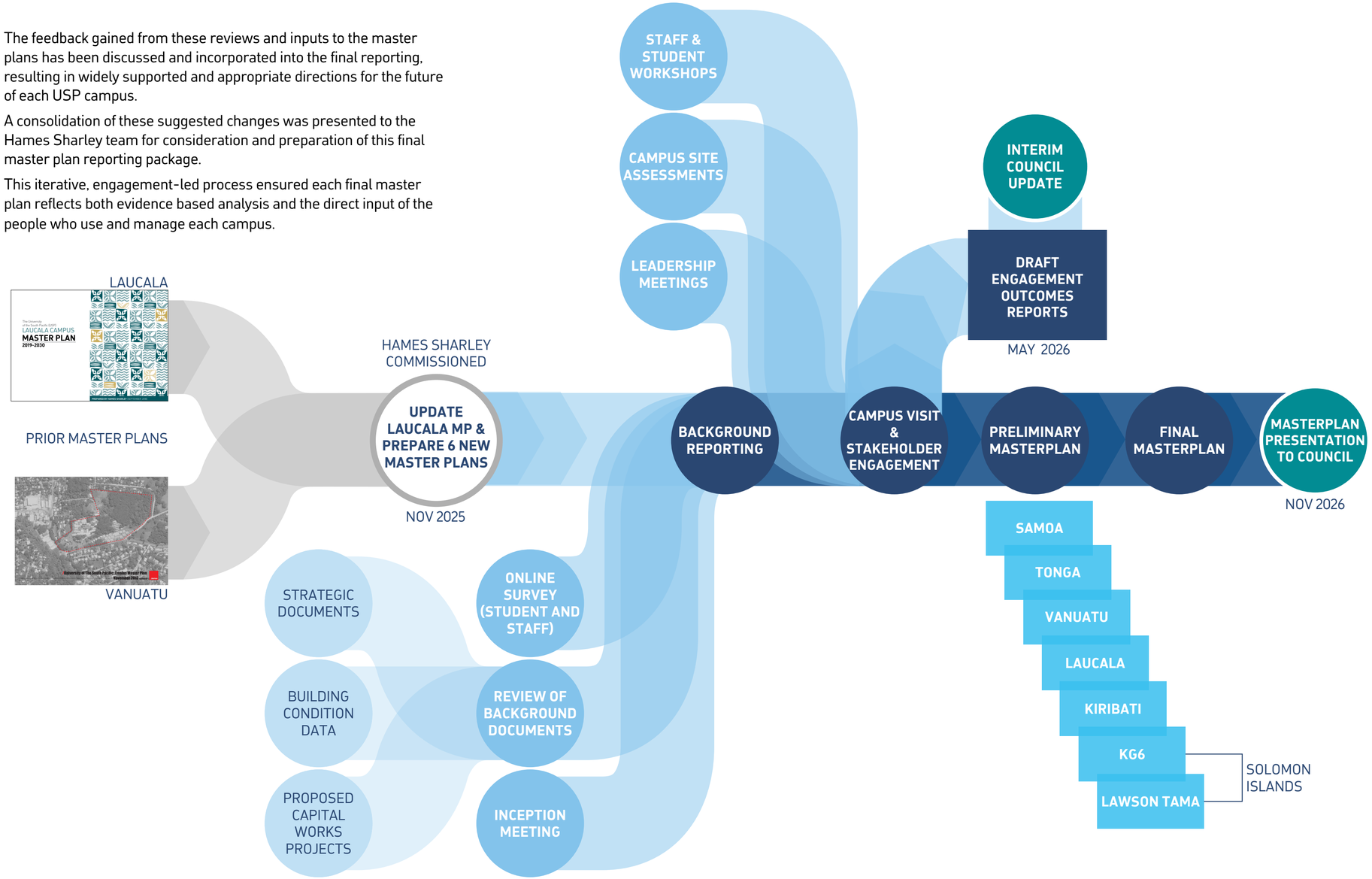
Following this USP provided opportunity for each campus and key stakeholders in each location to review the draft master plans and provide feedback. The groups and individuals engaged with in this phase included:

Chief Operating Officer
Executive Director Estates & Infrastructure
Executive Director Finance
Executive Director People & Workforce Strategy
Director Information & Technology
Director Marketing & Communications
Director Planning & Quality
Director Strategic Projects & Initiatives
Interim Group Manager Campus Life
Campus Director Samoa
Campus Director Tonga
Director Institute of Education
Officer-in-Charge Kiribati
Manager Campus Operations Kiribati
Officer-in-Charge Solomon Islands
Manager Campus Operations Solomon Islands
Manager Campus Operations Vanuatu
Head School of Information, Technology, Engineering, Mathematics & Physics (STEMP)
Director Centre of Flexible Learning
Director Pacific TAFE
Director Oceania Centre for Arts, Culture & Pacific Studies
University Librarian
External Consultant, Colin Reiter

The feedback gained from these reviews and inputs to the master plans has been discussed and incorporated into the final reporting, resulting in widely supported and appropriate directions for the future of each USP campus.

A consolidation of these suggested changes was presented to the Hames Sharley team for consideration and preparation of this final master plan reporting package.

This iterative, engagement-led process ensured each final master plan reflects both evidence based analysis and the direct input of the people who use and manage each campus.



Strategic Direction of USP

USP Vision:

To shape Pacific futures by empowering students, staff and alumni to become inspirational agents of positive change leading to innovative, cohesive, resilient and sustainable communities.

USP Mission:

To influence Pacific Islanders through the pursuit of excellence in knowledge by providing world-class education and research that improves the lives of individuals and communities.

The University of the South Pacific is at a pivotal moment. Serving 13 member countries across one of the world's most geographically dispersed and climatically vulnerable regions, USP carries a responsibility that extends beyond academic provision; it is a custodian of Pacific knowledge, a driver of regional development, and an anchor for communities whose futures depend on access to world-class education and research.

USP's vision to shape Pacific futures by empowering students, staff, and alumni to become inspirational agents of positive change sets a high and deliberate ambition. Its mission grounds that ambition in action; to influence Pacific Islanders through the pursuit of excellence in knowledge, delivering education and research that improves lives and strengthens communities across the region.

The Strategic Action Plan 2025–2027 translates this vision into five priority areas that together define the kind of university USP intends to become. Each priority has direct and tangible implications for the physical campus environment.

A commitment to a contemporary, flexible, and digitally rich student experience demands campuses that support diverse modes of learning with spaces that are adaptable, technology-enabled, and designed around the needs of students rather than the constraints of existing infrastructure.

The drive to strengthen research, innovation, and partnership calls for facilities that attract talent, enable collaboration, and connect the university to industry and communities beyond the campus boundary.

Cohesive partnering across USP's regional campus network requires a deliberate effort to close the gap in physical quality and amenity between campuses, ensuring that a student in Solomon Islands or Kiribati has access to an environment that is consistent academically and functionally across the entire university.

The commitment to good governance and the intelligent use of resources demands that every capital investment decision be made with rigour, purpose, and long-term value in mind.

The University Grants Committee (UGC) Triennial Report raises several challenges faced by

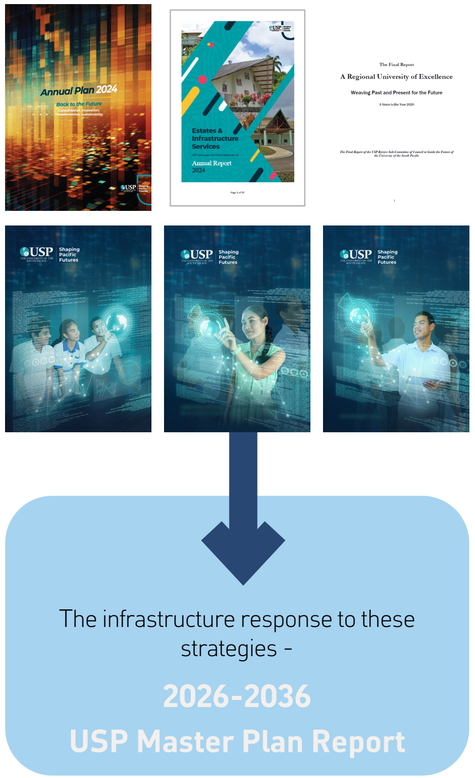
USP :

+ Student attrition
+ Financial pressure
+ Infrastructure maintenance backlogs
+ A quality gap between Laucala and regional campuses

The 2025-2027 Triennial Investment Plan introduced the concept of a sticky campus, the principles of which were reflected in the previous Laucala Campus master planning.

It is well understood that better student outcomes are closely related to the support, comfort and amenity offered by the campus environment, and in the Pacific context student housing, pastoral care and wellbeing being form key elements of a successful educational journey.

The 2026-2036 USP Master Plan is the physical response to these strategic imperatives. It provides the framework through which USP's ambitions are translated into built environments, guiding investment, renewal, and development across the campus network over the next decade, and ensuring that the places where students learn, live, and connect reflect the calibre and purpose of the institution they represent.



Master Planning
Framework Overview

The campus master plans are shaped by USP's broader strategic direction, which sets the overarching context within which the master plans operate.

Six key drivers establish the evidence base and rationale from which the master plan's vision is formed. Master plan drivers ground the master plan's strategic direction in the specific realities of USP's campus network. They connect high level ambition to a workable plan.

The vision is expressed through a vision statement, a set of Master Plan Objectives that define what success looks like for the University as a whole, and a set of Master Plan Principles that translate this vision into implementable, design actionable direction.

Read together, this framework moves from strategic intent through to on-the-ground design decisions, ensuring that individual choices at each campus remain aligned with, and accountable to, USP's strategic direction.

Master Plan Drivers

The following section sets out the six drivers that inform the master plan:

+ Engagement and Site Visits
+ CAPEX by Triennium
+ The Network Resourcing and Equity Principle
+ The Campus Quality Aspiration
+ Demographics and Trends
+ Benchmarking

Each driver draws on a distinct evidence base, from stakeholder engagement and site visits, to enrolment and growth data, to comparison against peer institutions, establishing the rationale from which the master plan's vision, objectives, and principles are formed.

Together, these drivers ensure that direction set remains grounded in the evidence, and accountable to the current realities and future envisaged at each individual campus.

Engagement and Site Visits reflects direct consultation with leadership, staff, and students at each campus, undertaken to understand current challenges and future needs; full findings from this engagement are summarised in the Appendix.

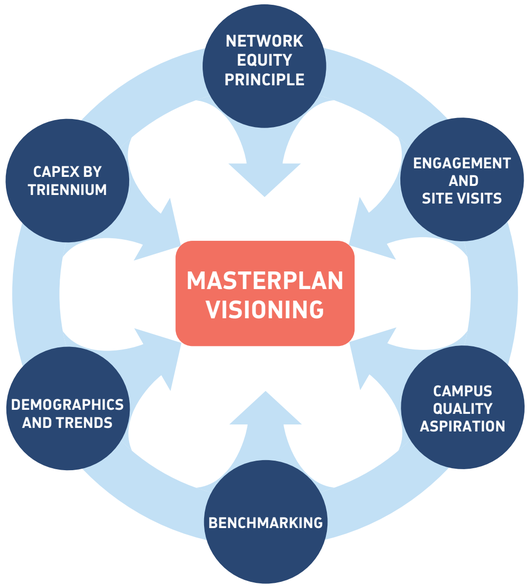
CAPEX by Triennium reflects USP's existing capital investment planning, ensuring the master plan builds on, and remains aligned with, funding already committed or forecast across the network.

The **Network Resourcing and Equity Principle** sets out how investment is differentiated across the network, reflecting Laucala's role in specialist provision alongside each campus's role in foundational, in country delivery.

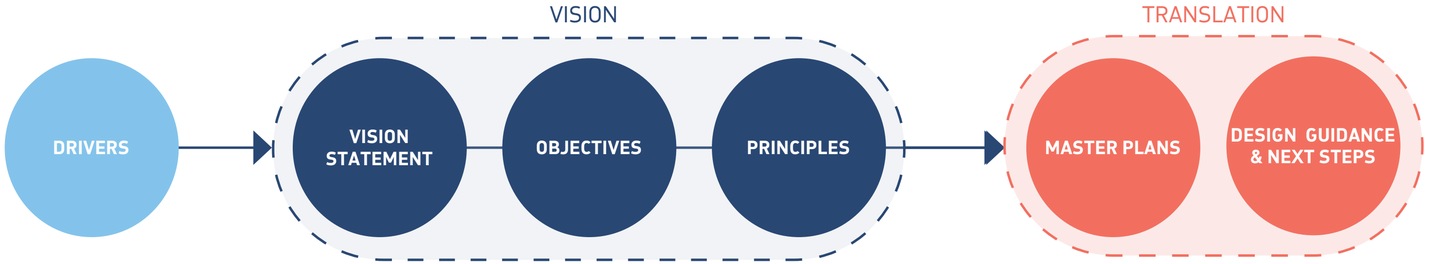
The **Campus Quality Aspiration** establishes a tiered standard, Foundational, Thriving, and Leading, against which capital investment can be prioritised and sequenced.

Demographics and Trends brings together enrolment, study mode, and growth forecast data to ground this investment in the university's current and projected student population, with campus specific growth analysis provided within the individual campus master plans.

Benchmarking tests USP's current spatial provision against peer institutions and recognised planning standards, to confirm whether existing space allocations are appropriately provided for.



Master Plan Drivers Diagram



Master Plan Framework Diagram

Master Plan Drivers

Engagement & Site Visits

Stakeholder engagement is a foundational component of the USP Master Plan Update & Expansion project, ensuring the future direction of each campus is informed by the everyday experiences, aspirations and priorities of those learning, teaching and leading the strategic direction at USP.

The purpose of engagement is additionally to cultivate a sense of shared ownership in the master planning process, supporting future implementation by involving campus communities early in shaping future outcomes.

In line with the scope of the project, engagement was completed at the six campuses in focus for the master plan; Solomon Islands (KGVI and Lawson Tama), Tonga, Samoa, Kiribati, Laucala (Main, Marine, Statham) and Vanuatu.

For Laucala and Vanuatu (Emalus) engagement outcomes have been reviewed against the comments from the previous master plans.

Captured in the images on the right hand side of this page is a sample of the attendees at these workshops and meetings, with full records contained within the Appendix to each of the master plans.

The role that these engagement activities played and time each student, staff member or leader involved devoted to developing our understanding of the needs, future direction and experience at each campus, is gratefully acknowledged by the Hames Sharley master planning team.

Engagement Methods

The engagement framework integrated four complementary components:

1. Strategic discussions with USP leadership and Heads of School
2. In person staff and student workshops
3. An online survey distributed across the USP network
4. Campus site assessments

Strategic Discussions

In depth interviews with USP leadership and Heads of School were guided by questions relating to:

+ Positioning & academic strategy
+ Student experience & outcomes
+ Social & environmental sustainability
+ Digital transformation
+ Risk & future readiness
+ Space utilisation, optimisation & quality
+ Implementation priorities

Staff and Student Workshops

At each campus workshops were conducted with students and staff separately, to ensure a diversity of perspectives.

Workshops were structured as a mix of facilitated discussion and interactive mapping exercises, designed to capture:

+ What is working well on campus
+ What is not working well
+ What is missing or limiting the campus experience
+ Key priorities for the next decade

Online Survey

An online survey open between February 2026 and May 2026 enabled participation of staff and students through an additional channel, complementing the workshop discussions. The survey captured demographic information, patterns of campus use, perceived strengths and limitations, and future aspirations. A total of 454 respondents completed the survey.

The combination of the survey and workshop findings ensures the master planning recommendations are informed by both depth (through in person group style engagement) and breadth (through individuals and network wide input).

Campus Assessment

Campus site assessments established a shared understanding of existing conditions and spatial layout. Observations were focused on a visual, primarily external, review of the campus environment, supported by targeted observations of building condition, circulation, amenity, and patterns of use. Campus tours were led by local campus based staff and the Hames Sharley Team was accompanied by key USP Estates and Infrastructure team members tasked with delivering the master plan project.

A digital application was used to capture photographs, building identifiers, use and key observations. Campus assessments were not intended to capture every building, but rather to ground truth existing information and inform the subsequent engagement workshops and later master planning stage.

Campus assessments were supported by a local campus leadership meeting to understand campus specific objectives, constraints and opportunities.

Integration of Findings

Master planning reporting integrates findings from the leadership discussions, workshops, online survey and campus assessments. Insights have been reported thematically and mapped spatially. This provided a comprehensive understanding of campus performance, user experience and future needs to ensure engagement outcomes directly informed campus specific strategies and the overarching master plan framework.



Master Plan Drivers

Network Resourcing and Equity Principle

The University of the South Pacific (USP) operates 13 campuses across the South Pacific. 6 of these are subject to this master planning process (refer diagram).
Each of the 6 presents unique challenges and opportunities. While the master plan seeks to establish a unified vision for USP's strategic alignment across these campuses, success will also be measured by the degree of ownership demonstrated at the individual campus level.

Current Resource Allocation

Resource allocation across the network is not uniform. Laucala currently hosts the full suite of specialist facilities, in-person teaching, and research infrastructure, and accommodates the largest concentration of Equivalent Full-Time Students (EFTS) and established infrastructure investment to date.

Basis for Differentiated Provision

For many students across the region, their academic journey begins in-country at another campus before progressing to Laucala to complete specialist components of their degree that cannot yet be delivered locally. This reflects the practical reality that some high cost, specialist infrastructure are only viable to deliver at scale, and therefore at a single location within the network. Laucala's role in supporting this specialist provision, and each campus's role in providing strong foundation years and accessible entry points for their local communities, are complementary parts of a single network.

Projected Change Over Time

The master plan's intent is to enhance and expand the breadth of provision at each of the 6 master planned campuses so that more students may, in future, remain in their preferred location for a greater share of their studies. This will be supported by both infrastructure and technology investment, staged according to growth forecasting. Over time, this should reduce reliance on travel to Laucala for components of a degree, as campuses build the capacity to deliver more of that provision in-country.

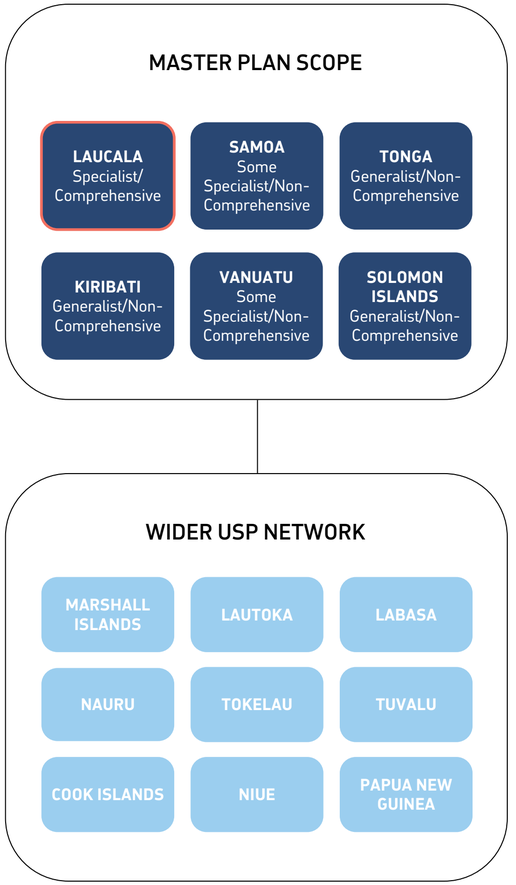
Definition of Equity

Equity across the network means a consistent standard of quality, not identical scope at every campus. A first priority for all six campuses is to ensure equitable quality of the following key facilities:

+ High quality wet and dry laboratories
+ Increased quality and provision of student study spaces, including group, individual, and computer study
+ Improved student experience through the sticky campus heart concept (see page 21), and improved sports and recreation infrastructure
+ Provision of quality university residences to support students, staff, academics and visitors

Investment Principle

Future investment decisions should ensure each of the six campuses is resourced to a standard that supports strong foundational outcomes and, where growth forecasts support it, an expansion of full-course delivery in-country.



Master Plan Drivers

Campus Quality Aspiration

This diagram illustrates the Campus Quality Aspirations that underpin capital investment prioritisation across the master plan, structured as three tiers of service standard: Foundational, Thriving, and Leading.

Foundational service standards represent the base level of infrastructure and amenity required to provide a safe, healthy, and equitable campus experience, and form the minimum condition for participation in university life.

Thriving service standards build on this foundation to create a vibrant, engaging, and student centred environment, while **Leading service standards** position the campus as a regional and global exemplar, delivering a transformative student experience and lasting impact beyond the campus boundary.

Presenting these aspirations as a tiered pyramid provides a clear and realistic basis for sequencing investment, ensuring that essential needs are addressed before higher order aspirations are pursued, and that each campus within the university can be assessed against these standards according to its own context and needs.

This framework is intended to guide the implementation of the master plan through to the completion of each individual campus master plan, providing a consistent reference point for prioritising capital works over time.

Leading Service Standards

Leading Service Standards position the campus as a regional and global leader in education, research, culture, and sustainability. They create a distinctive sense of place and a transformative student experience while fostering innovation, community legacy, environmental leadership, and stewardship of Pacific knowledge and culture, ensuring the university delivers lasting impact well beyond its campus boundaries.

Thriving Service Standards

Thriving Service Standards build on foundational needs by creating a vibrant, engaging, and student-centred campus environment. They support community connection, research and innovation, health and recreation, cultural expression, integrated student services, industry engagement, sustainability, intuitive wayfinding, and seamless technology, enabling students and staff to flourish academically, socially, and professionally.

Foundational Service Standards

Foundational Service Standards provide the base level/essential services and infrastructure required for a safe, healthy, and equitable campus experience. They ensure students have access to core needs such as water, sanitation, housing, connectivity, safety, transport, food, wellbeing support, learning resources, accessibility, and culturally inclusive spaces, creating the minimum conditions for participation and success in university life.



Master Plan Drivers

Demographics & Trends

Overview

USP provided headcount data from 2021 to 2025 covering study mode, school distribution, campus enrolment, gender and student age. Together, these show a university shifting how and where students engage, against a backdrop of stemming post-COVID enrolment decline.

Print-based delivery fell from around a quarter of study mode in 2021 to 8% by 2025, with blended learning now dominant. School-based delivery, introduced in 2022, extended print-based delivery into high schools and grew to 7% of study mode. Online and face-to-face modes stayed stable, indicating the shift is a substitution. Print giving way to blended, not a move away from in person study.

Enrolment by school has remained broadly consistent over the five year period, with Pacific TAFE representing the largest single cohort, and the remaining schools each accounting for a broadly even share. Campus level enrolment, by contrast, is heavily concentrated: 86.75% of all students are enrolled across the six campuses subject to this master planning process, underscoring the direct relevance of investment decisions made through this master plan to the large majority of USP's student population.

Student age distribution has remained stable and consistent with global norms, with post-school age young adults forming the largest cohort and participation tapering off with increasing age; no significant shift has been observed across the reporting period. Consistent 60% female gender distribution points to the need for enhanced amenity provision and security measures to appropriately support this dominant female cohort.

These trends support continued investment in flexible, technology-enabled learning, study spaces to support blended learning and resourcing that reflects where enrolment is concentrated.

Modes of Study

Blended modes of study remain the largest mode of delivery, showing an trending increase from 2021-2025.

Both online and F2F study modes remain proportionally stable across the 5 year period, with slight downward trends.

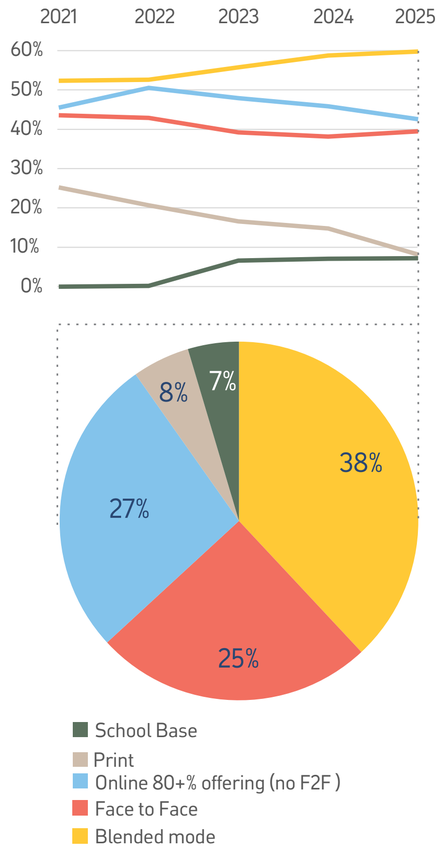
Print-based delivery shows the most dramatic downward trend, from 25% down to just 8% of total study mode proportionally, This aligns with USP ambitions in transitioning towards technologically enabled learning and flexible delivery.

School based delivery was trialled in 2022 and jumped to 7% of study mode delivery for the remaining years in the dataset, almost overtaking print delivery by percentage.

The modes of study data show trends away from physical paper-based learning and instead towards adaptable and technologically enabled models. The 'SchoolBase' study mode was introduced and demonstrated its viability as a learning option within the USP system.

Importantly for master planning purposes, 63% of students still rely on the campus experience, with further unaccounted numbers anecdotally coming to campus to utilise facilities (power, WIFI, computers, study spaces) to complete their online learning mode qualification.

The final master plan section called Design Guidance & Next Steps highlights the importance of undertaking a study to forecast and articulate USP's Adacemic Strategy to inform the future direction by course type and specialist spaces where relevant. This master plan seeks to where possible deliver generalised flexible teaching and learning space in line with overall forecasts by campus.



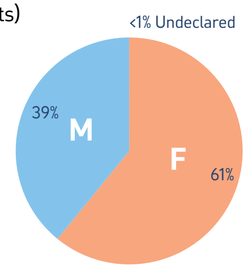
Graph: Proportion of Modes of Study 2021-2025

Pie chart: 2025 Modes of Study

Gender Distribution

Gender distribution across 2021-2025 showed a strong stable proportion of ~60% female and ~40% male students with no significant difference between years.

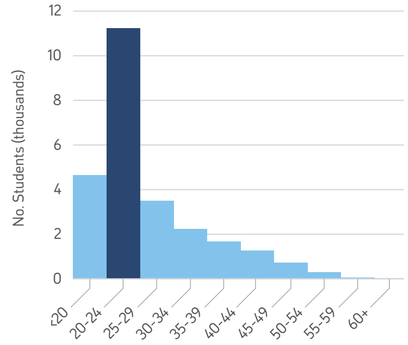
Students who did not declare a gender accounted for less than 1% of students, with the largest number being 10 in 2023 (out of 25,230 students)



Pie chart: Gender Distribution (2021-2025 average)

Age Group

Overall proportion of student age groups from 2021-2025 remained consistent and in line with global norms, with post-school age young adults accounting for the largest demographic, with mature age students tailing off as age increases. No significant trend in changing proportion was observed.



Graph: Number of Students by Age-group 2025

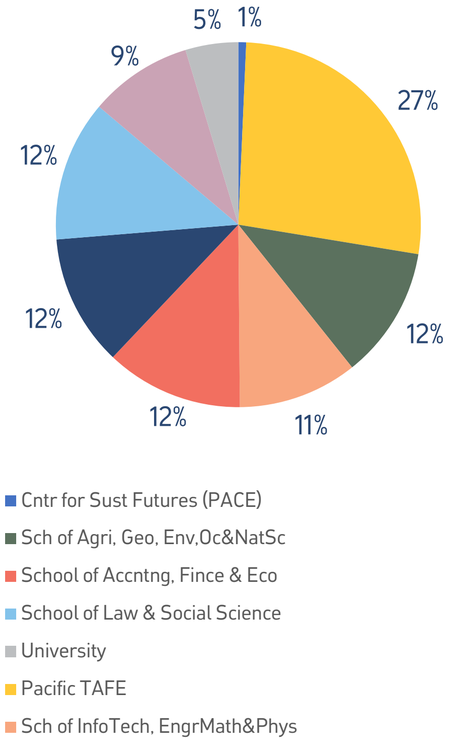
Master Plan Drivers

Demographics & Trends

School Distribution

Distribution by enrolled school remained stable, with average proportions across the 5 year period representing each cohort accurately. Pacific TAFE remains the largest portion of student enrolment.

PACE students, InfoTech EngrMath&Phys and students not enrolled in any school accounted for 15% of students, with the remaining schools averaging an even split of ~12% each proportionally.



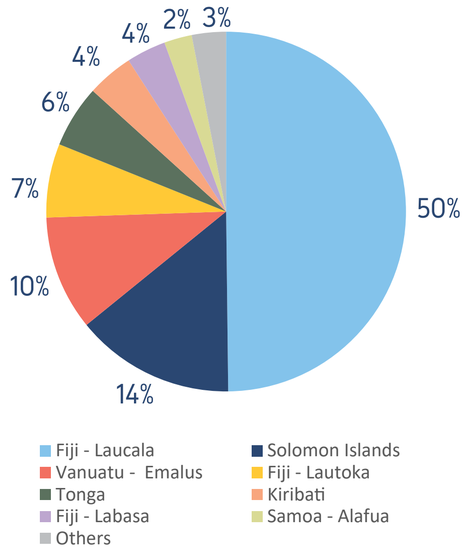
Pie-chart: Distribution of Schools (2021-2025 average proportion)

Campus Enrolments: Overview

Overall proportions of student numbers across the campuses remained stable from 2021-2025, with a large percentage of enrolled students being enrolled in the few biggest campuses.

The 6 campuses in focus for this master planning document account for an average of 86.75% of all students, indicating a proportionally large impact for students of this project.

Overall enrolments dropped from 31,300 in 2021 to roughly 25,000 in 2023 and has remained stable since then. Each campus exhibits its own trends within this context. Smaller campuses appear to be more sensitive to enrolment trends, with small reductions in numbers amounting to large percentages of their student base.



Pie chart: Campus Distribution (2021-2025 average proportion)

Laucala: being the largest campus shows a similar trend to the overall enrolment drop described above, reducing by ~20% from 2021 to 2025.

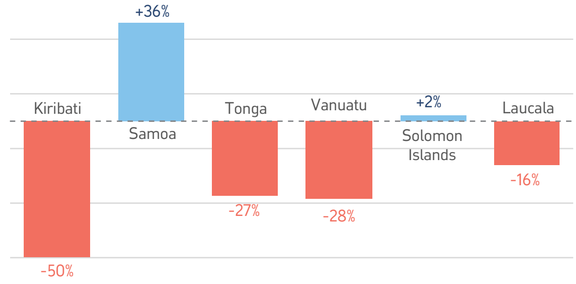
Solomon Islands: enrolments have been increasing since 2022 in line with the establishment of the new KGVI campus.

Vanuatu: demonstrates a similar downward trend to Laucala from ~3,300 in 2021 to ~2,400 in 2025, a loss of ~30%.

Tonga: has experienced an approximate ~30% reduction in student numbers, in line with Vanuatu.

Kiribati: demonstrates around a 50% drop in student numbers from 2021 to 2025.

Samoa: despite being the smallest campus among the wider downwards-trending student numbers, Samoa demonstrated a 36% increase from 643 to 875 between 2021 and 2025.

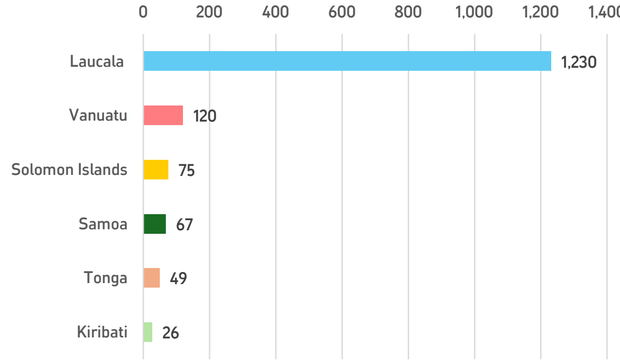


Graph: Recent Campus Enrolment Trends (% difference between 2021 and 2025)

Staff FTE

Current staff establishment across the 6 USP campuses is heavily concentrated at Laucala, reflecting its role as the specialist/comprehensive campus where travel by academic staff based at Laucala campus to smaller campuses providing intensive course delivery.

Graph: Current Staff Numbers (FTE)



Master Plan Drivers

Demographics & Trends

Growth Forecasts by Campus

EFTS forecasts to the end of the master plan period (2036) show growth across all 6 campuses, but the more telling comparison is against each campus's past peak enrolment rather than 2025 alone.

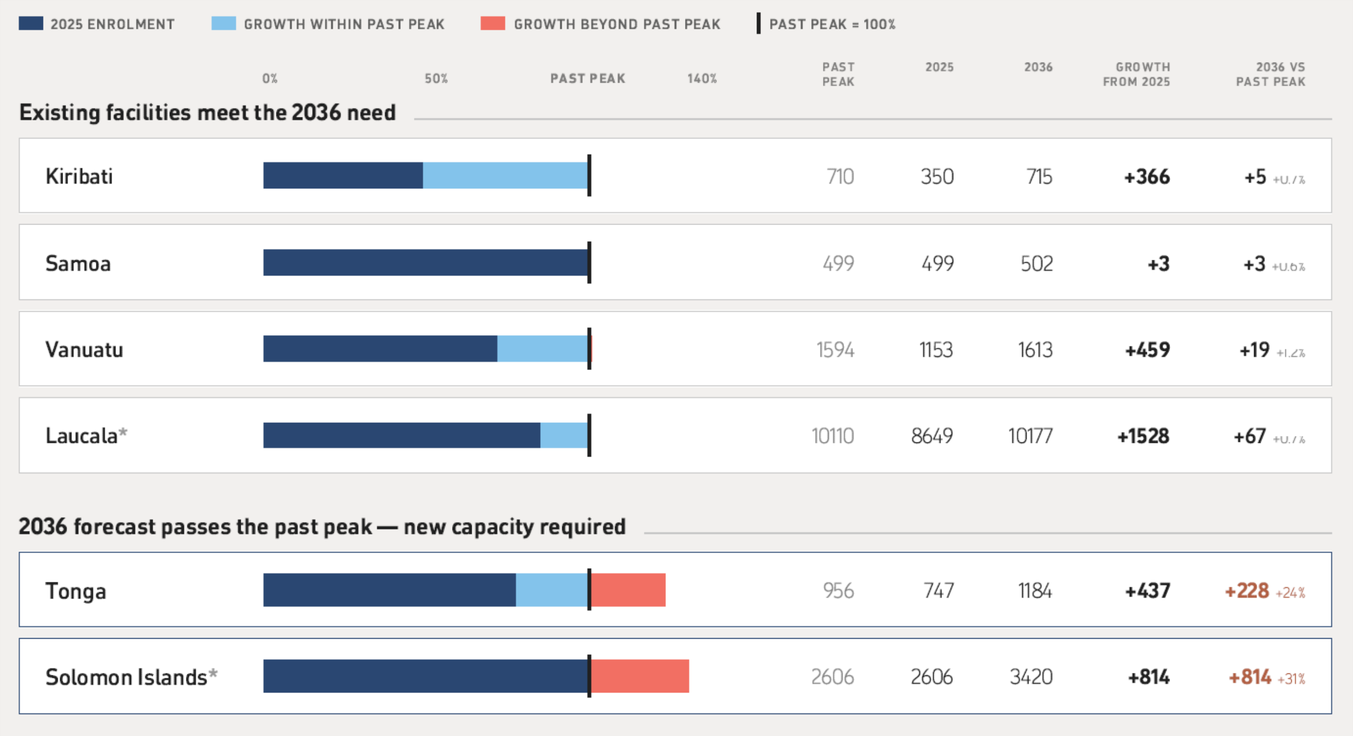
For 4 campuses, Kiribati, Samoa, Vanuatu and Laucala, the 2036 forecast sits within 1–2% of past peak levels, meaning growth to 2036 is largely a return to enrolments these campuses have already carried, rather than a move into new territory. Within this group, Kiribati is forecast to see the sharpest proportional increase from 2025, more than doubling from 350 to 715 EFTS (+105%), while Laucala adds the largest absolute number of students (+1,528 EFTS, +18%) from an already larger base. Samoa, by contrast, is forecast to remain essentially flat, growing by just three EFTS (+1%), as its 2025 enrolment already sits at past peak.

Tonga and Solomon Islands are the exception. Both are forecast to exceed their past peak by 2036, requiring new capacity rather than a return to existing infrastructure. Tonga's 2036 forecast of 1,184 EFTS is 228 EFTS (+24%) above its past peak of 956, and Solomon Islands' forecast of 3,420 EFTS is 814 EFTS (+31%) above its past peak of 2,606. Future projects should include detailed space planning and utilisation studies, complemented by an academic strategy to identify forecast space needs by type (particularly relevant for Solomon Islands (KG6) and Tonga).

This pattern reinforces the case for differentiated, campus specific investment rather than a uniform approach. Most campuses can plan on the basis that existing facilities have previously met the 2036 need, while Tonga and Solomon Islands must plan for new capacity. Kiribati and Tonga's sharper proportional increases point to quality of space, not just quantity, as the priority for these campuses. Together, return-to-peak and new capacity metrics should inform how capital investment is staged and sequenced across the network over the master plan period.

Most of the forecast growth is a return to enrolments these campuses have already carried

4/6



2/6

EFTS Growth to 2036, Measured Against Each Campuses Current EFTS and Past Peak

*Countries with multiple campuses have combined EFTS data, not per campus data

Master Plan Drivers

CAPEX By Triennium

CAPEX Program and Space Priorities

Hames Sharley and the USP Estates & Infrastructure team held project workshops and meetings through the drafting and development phase of the master plans. Jointly the group derived an approach to understanding the future needs of each campus to inform design responses and implementation plans.

USP prepared campus forecasts and modelled scenarios for future provision by campus. Taken together with an assessment of the relative level of priority that each type of space on campus should be given into the future. This assessment included consideration of the current CAPEX projects programme, the demographic context of student populations, existing building condition and backlog maintenance, engagement feedback and contextual analysis.

From this triangulation of data, the team determined the key infrastructure and design considerations to be included in the master plan. The four different implications and options available to respond to the space types and their future needs are as follows:

+ Planned projects will address need
+ Upgrade/renew existing space
+ Construct new space
+ Long term - post 10 years timeframe revisit/review needs

These categories were applied to each type of space in the individual campuses and this strategy represented the master plan priorities in each case.









Fig. 1 Selection of Current CAPEX Projects

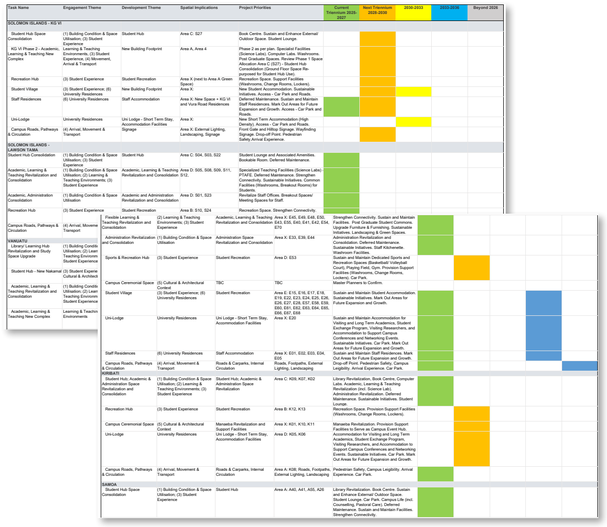


Fig. 2 CAPEX Outlook

Master Plan Vision

This master plan framework is structured around a clear hierarchy of vision, objectives and principles, each serving a distinct purpose in guiding the future development of the University's campuses.

The **Master Plan Vision** articulates the aspirational future state shared across all campuses - the overarching destination that each master plan seeks to achieve.

The **Master Plan Objectives** translate this vision into a set of distinct, goal oriented outcomes that define what success looks like for the University as a whole, providing a consistent basis for decision making at every campus.

The **Master Plan Principles** then provide the implementable design responses that give practical effect to the vision and objectives, offering clear and actionable direction to guide design decisions across all campuses, while allowing for the specific context and character of each individual site.

The implementation plan for each campus incorporates a design principles matrix thereby ensuring alignment with one or more principles for each planned project.

Together, these elements provide a coherent framework that ensures development decisions at every campus remain grounded in, and accountable to, the University's overarching aspirations.

Master Plan Vision

USP is a network of campuses across the Pacific that inspire learning, enable discovery, and foster belonging.

Every campus is attractive, comfortable, inviting, adaptable, digitally connected, and rooted in its own Pacific identity - creating an environment where students are supported and empowered to shape a resilient future.

USP
THE UNIVERSITY OF THE SOUTH PACIFIC

Master Plan Objectives

The **Master Plan Objectives** are a set of distinct, goal oriented outcomes that define what success looks like for the University as a whole, providing a consistent basis for decision making at every campus.



FOSTER A SENSE OF BELONGING

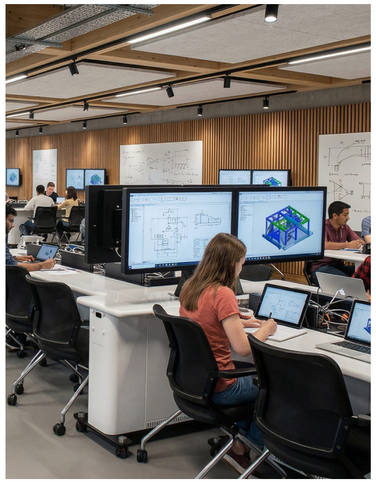
Shape campuses that are easy to arrive at and easy to belong to, welcoming both local and international students and staff through clear identity, safe design, and open, inviting spaces.

Strengthen the student experience by creating environments that support connection, comfort, and a genuine sense of community throughout campus life, anchored by support facilities that give students, staff, and the community reason to stay, gather, and return.



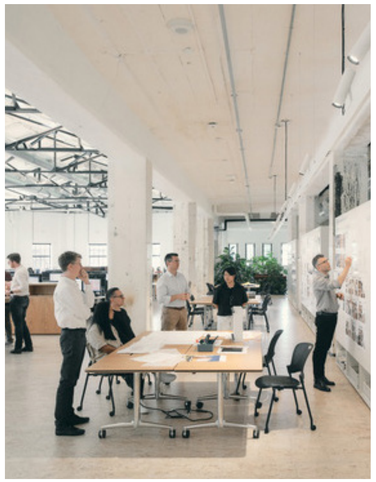
CREATE A RESILIENT PACIFIC FUTURE

Position USP campuses as enduring, financially sustainable anchors for their communities, responding to the region's climatic vulnerability and geographic dispersion, and supporting student wellbeing and continuity through change and disruption.



BE ADAPTABLE & CONNECTED

Deliver learning environments that are flexible, technology-enabled, and responsive to a range of teaching modes, from traditional lecture based delivery to collaborative, project based, and blended learning. Design spaces that can adapt over time as pedagogical practice evolves and student needs change, supported by reliable digital infrastructure that connects campuses across the region and enables equitable access to teaching, research, and academic resources regardless of location.



ENABLE LEARNING & GROWTH

Create campuses that connect and foster interaction between students, staff, researchers, and the wider community, breaking down barriers between disciplines and between formal and informal learning. Provide a rich variety of settings, from quiet study and research spaces to collaborative and social environments, that support different ways of learning and working. Strengthen the link between wellbeing and academic success by ensuring campus spaces contribute to a supportive, healthy, and engaging student experience that encourages discovery both inside and outside the classroom.



CELEBRATE PACIFIC IDENTITY

Define USP campuses as places of learning and campus life that respond to and amplify the landscape, climate, and cultural setting of each location. Embed Pacific knowledge, values, and ways of being into the design and use of campus spaces, drawing on local materials, vernacular building traditions, and indigenous landscape character to create environments that feel distinctly and authentically of their place. Ensure that every campus reflects and reinforces the identity and pride of the communities it serves.

Master Plan Principles

The **Master Plan Principles** provide the implementable design responses that give practical effect to the vision and objectives, offering clear and actionable direction to guide design decisions across all campuses, while allowing for the specific context and character of each individual site.

These guiding principles set out the core values that underpin the master plan, providing a clear and consistent basis for the decisions that follow.

They translate the university's broader strategic vision into planning terms, giving stakeholders, designers, and decision makers a shared reference point against which future proposals can be tested and prioritised.

As the master plan is delivered over time, often through separate projects and design teams, these principles help ensure that individual decisions remain aligned and collectively contribute to a coherent, long-term outcome for the campus.



CREATE SAFE, EASY ACCESS



GIVE THE CAMPUS A HEART



DESIGN FOR FLEXIBILITY & TECHNOLOGY



LINK PEOPLE & PLACES



REFLECT LOCAL PACIFIC IDENTITY

Master Plan Principles
Create Safe, Easy Access

Objective

Ensure entry and movement within campus are safe, accessible and easy to navigate.

Arrival

+ Create a distinctive, visible and welcoming 'front door' that is expressive of USP's identity for students, staff and visitors.
+ Where possible upgrade pedestrian paths so that they are separate from vehicular paths.
+ Where possible engage and connect with surrounding activities, leverage complementary use neighbours to improve amenity by creating activated, safe and legible connections.

Security

+ Improve security to increase campus safety for all users of the campus. Ensure security kiosks are welcoming and visible, improve campus lighting to support safe evening use.

Landscape

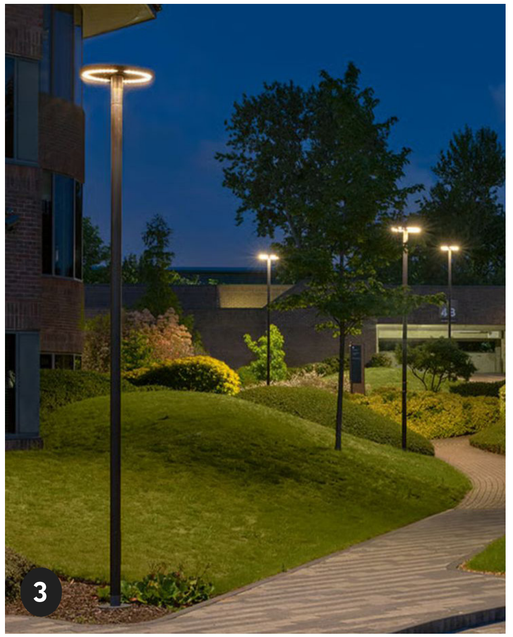
+ Where possible upgrade pedestrian routes to support accessibility.
+ Improve connectivity from campus entries to key destinations within the campus.
+ Incorporate wayfinding elements to support easy navigation of campus.
+ Prioritise landscaping enhancements that support an increase in amenity, informal learning spaces and that compliment the sticky campus heart principle.

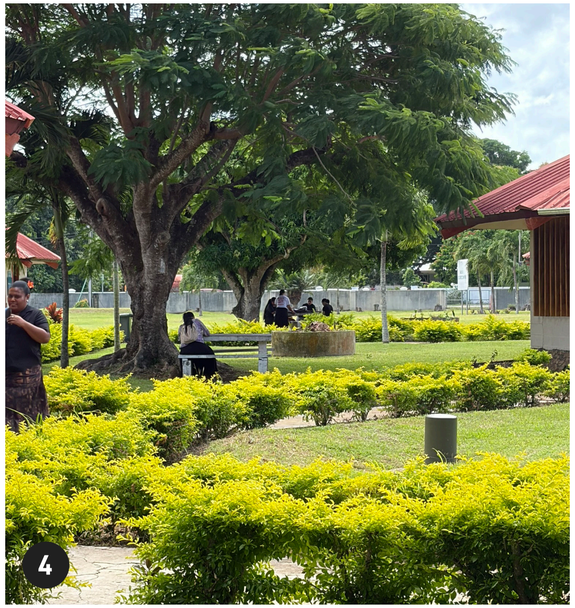
LEGEND

1	Separate pedestrian and vehicle routes
2	Welcoming security presence
3	Upgrade lighting to support safe journeys
4	Tonga Campus - Informal learning landscape amenity
5	Clear and legible entry
6	Incorporate wayfinding signage at key nodes













Master Plan Principles

Give the Campus a Heart

Objective

A sticky campus encourages students, staff, and the wider community to stay on campus longer, engaging in academic, social, and recreational activity beyond timetabled classes. This supports informal learning and collaboration, strengthens social connection and wellbeing, and builds a stronger sense of community.

Achieving this requires well-located amenity, high-quality public and semi-public spaces, activated ground planes, extended hours of use, and a mix of indoor and outdoor spaces supporting both planned and spontaneous activity.

Retail / Food & Beverage

+ Supports commercial viability of on-campus amenity through longer dwell times and repeat visitation.
+ Stronger commercial performance supports student retention, satisfaction, and engagement.
+ A varied offer including healthy choices, across price points and times of day encourages return visits. Provide students with kitchen facilities for preparation of their own food.
+ Extended, staggered operating hours sustain activity into the evening.

Landscape

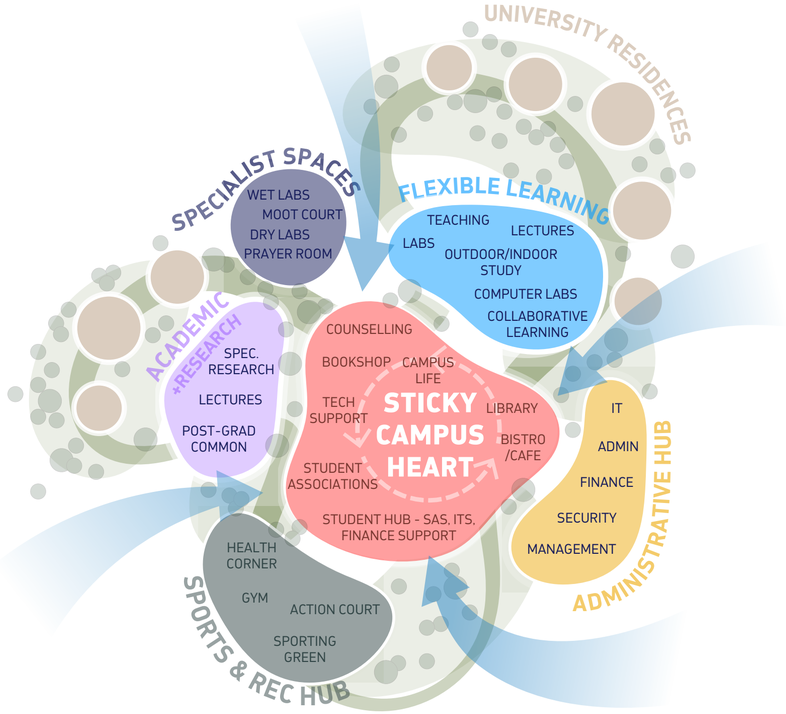
+ Improve landscape quality to support longer stays. Shade, seating, shelter, lighting and comfortable microclimate.
+ Design for event overlays, so spaces flex between everyday and programmed use.
+ Ensure strong connection to adjacent buildings and amenity.
+ Clear wayfinding and visible activity reinforce vibrancy and encourage exploration.

Informal Learning

+ More, better-distributed informal learning space, with improved mix and quality near amenity.
+ Vary settings - Individual, small group, collaborative, to suit different uses.
+ Locate near activity for passive surveillance and vibrancy, not isolated from the campus heart.
+ More Wifi coverage

Sport & Recreation

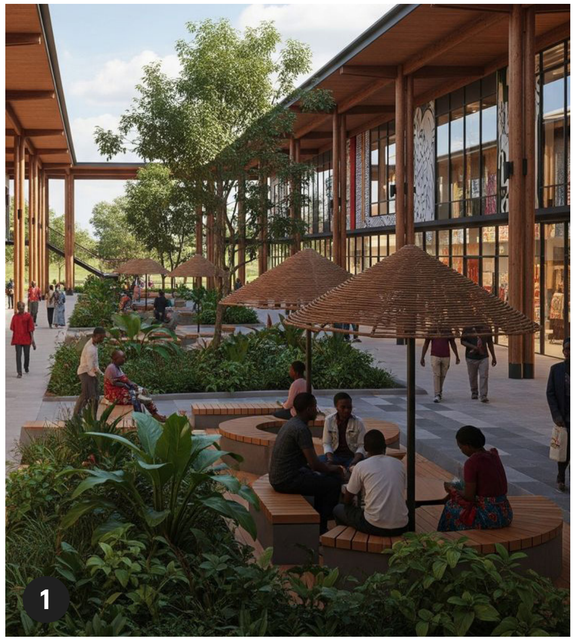
+ Ensure strong physical and visual connectivity between the campus heart and sport/rec spaces.
+ Support casual, informal use alongside programmed activity.

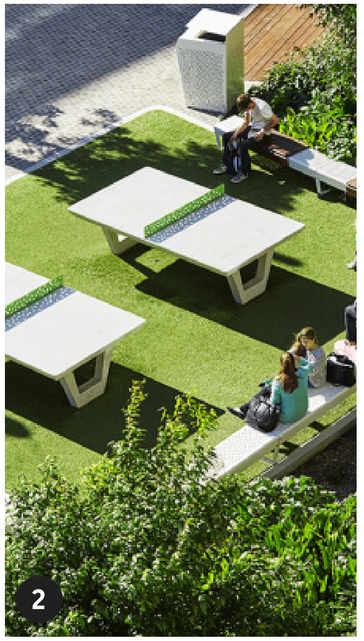


Sticky Campus Concept Diagram

LEGEND

1	Activated ground plane with enhanced amenity Reference - Pinterest (unbuilt work)
2	Introduce informal recreational activities Reference - UTS Alumni Green
3	Provide high quality and varied study settings Reference - University of Notre Dame Fremantle Library and Student Hub
4	Ensure spaces enable events -Support Campus Life Reference - Curtin University









Master Plan Principles

Design for Flexibility & Technology

Objective

State-of-the-art AV/ICT and network infrastructure enable innovative teaching and connectivity across locations. Upgraded and efficiently utilised teaching spaces ensure students and staff at every campus have access to a comparable standard of learning and teaching environment, regardless of location.

Furniture / Space

+ Mobile, lightweight, reconfigurable furniture supports quick shifts between lecture, group work, and informal collaboration.
+ Furniture must be attractive, functional, ergonomic and robust.
+ Standardised specifications ensure consistent quality across campuses.
+ Acoustic and thermal design to support comfortable learning.

AV/ICT Infrastructure

+ Standardised AV/IT, including video-conferencing and recording, enables equal participation for remote and in-person users.
+ Network infrastructure upgrades to support equitable connectivity across locations.
+ Adaptable design to allow reconfiguration as technology evolves.
+ Robust, low-maintenance technology balances capability with reliability and local support.
+ Computer Lab provision aligned to demand for both foundation and higher degree students.
+ WIFI upgrades to support learning across campus.

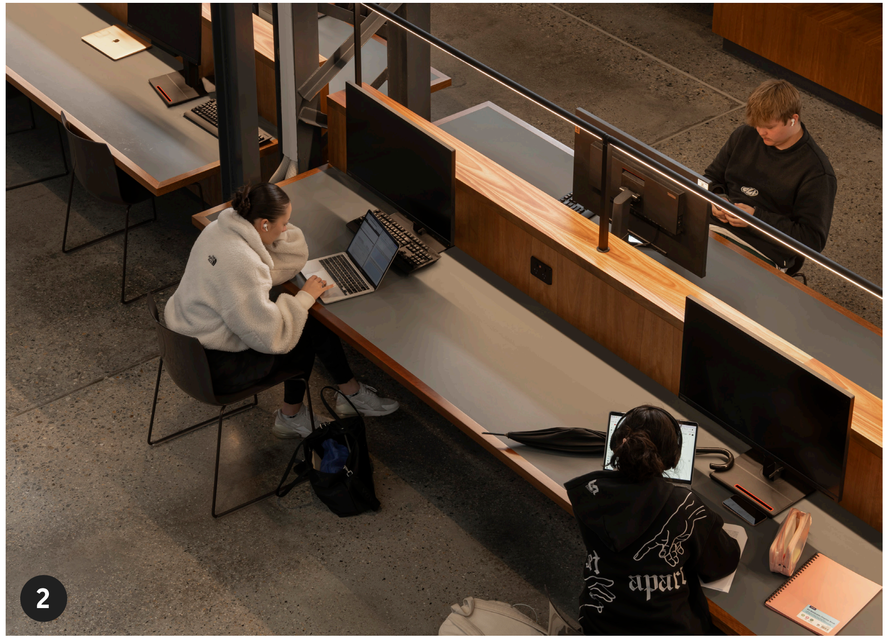
Active Learning

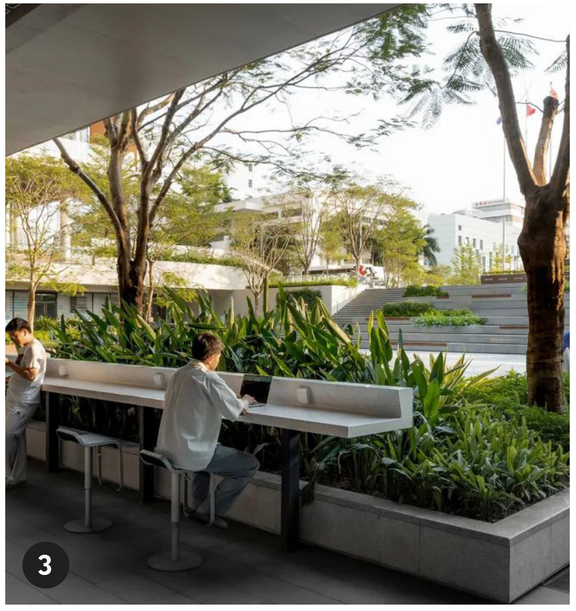
+ Sightlines, power/data access, and writable surfaces distributed through the room support active pedagogies.
+ Flexible layout and technology enable multiple teaching modes within the same footprint.

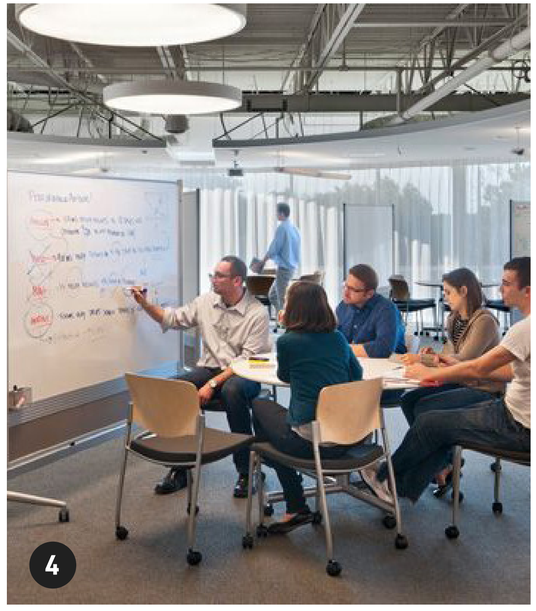
LEGEND

1	AV enabled learning spaces
2	Equitable access to power/wifi/computers
3	Enable external study through wifi/power/ furniture
4	Design spaces to support active learning
5	Introduce flexible furniture - castors, folding tables, flexible power/av











Master Plan Principles

Link People & Places

Objective

Provide better connectivity between precincts and the campus core, with safe, legible, activated and accessible pathways.

Amenity

+ Ensure key links are accessible and legible
+ Provide weather protected links for key connections, use verandahs where possible.
+ Improve lighting and wayfinding at key locations to ensure easy and safe navigation of campus.

Informal Learning

+ Support informal learning through landscape elements that enable both group and individual study.

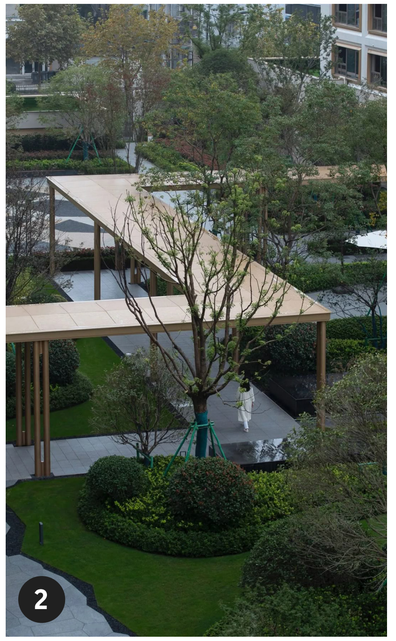
Shared Teaching Spaces

+ Consolidate shared multi-purpose teaching spaces close to the campus heart.

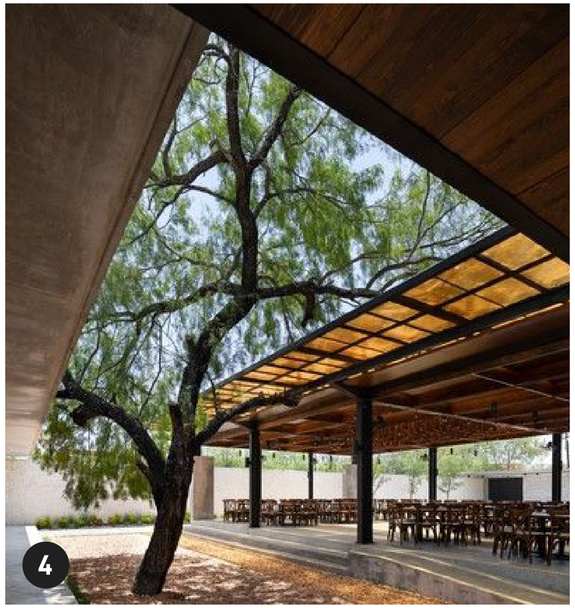
Landscape

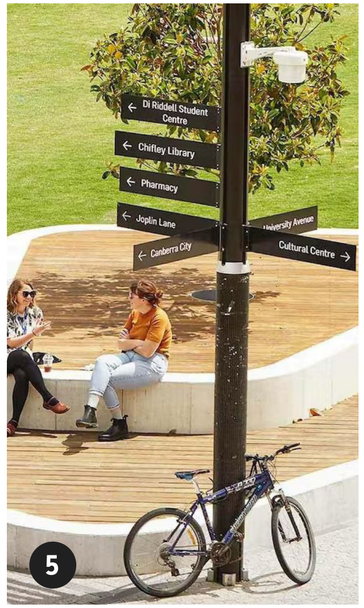
+ Prioritise landscape enhancements to the campus heart.
+ Create a hierarchy of landscape spaces from heart to connectors and natural environments.
+ Ensure a balance between hardscape and soft scape, formal and natural planting.
+ Incorporate seating, drinking water stations along key routes.













LEGEND

1	Support informal learning with external furniture
2	Provide weather protected links
3	Use verandahs were possible
4	Support external group and individual study
5	Improve wayfinding at key nodes
6	Ensure a balance between hard and soft landscape

Master Plan Principles

Reflect Local Pacific Identity

Objective

Local Pacific identity is important for USP because it grounds the institution within the cultural, social, and environmental context of the community it serves, fostering a sense of belonging for students, staff, and the wider community while distinguishing the campus from a generic or imported model of higher education.

Architecture

+ Draw on local character materials, forms, and construction techniques such as the fale typology as an integrated design response, not applied as surface decoration for new built form where appropriate.
+ Clearly define arrival and entry, and gathering space in campuses as it is a reflection of the Pacific culture.

Landscape

+ Respond to indigenous planting and natural systems in the design of the public realm.
+ Support communal, ceremonial, and intergenerational gathering spaces consistent with Pacific cultural practice.
+ Consider labelling trees and vegetation of significance to promote learning.

Environment

+ Align built form and site response with local climate, materials, and environmental conditions specific to each campus context.

Art

+ Embed naming, storytelling, and visual art (mural, carving, pattern) within key spaces to reflect local identity and knowledge systems.

People

+ Develop outcomes with cultural advisors and community representatives, integrated from the outset of design rather than treated as a decorative overlay applied after core planning decisions have been made.

LEGEND

1	Solomon Islands KGVI main entrance
2	Kiribati falae
3	Laucala
4	Solomon Islands Lawson Tama
5	KGVI mural art
6	Somoa Fale













Enabling communities to flourish

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