Engagement Outcomes & Findings
Issue 3
Prepared for University of South Pacific



Kiribati Campus
USP Engagement Report

The Master Plan Context

What is the USP Master Plan aiming to achieve?

The USP Masterplan aims to provide an evidence-based framework for the development and renewal of six of the University of the South Pacific's campuses over the next 10 years. The six countries included are Fiji, Vanuatu, Solomon Islands, Samoa, Tonga, and Kiribati.

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. In other words, to blur the lines between learning and living to create a sticky campus where students are drawn in and encouraged and supported to stay. The intent is also to ensure each campus reflects USP's identity as well as the identity of each member country and communities.

Master planning considers the connections between and entry to buildings, outdoor and social spaces as well as the role and function of buildings.

The Kiribati Campus

The Kiribati campus operates in a geographically isolated and constrained setting in the central Pacific. The master plan for this campus will need to consider the unique environmental and logistical challenges of the context, and focus on identifying practical improvements that will enhance the quality and resilience of the campus environment, support student retention and learning, and ensure the campus remains a viable and valued asset for the Kiribati community into the future.



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Contents

01 Introduction **4**
Overview - Enagement Approach 5
Key Findings & Consistent Themes 6

02 Kiribati Campus **7**
Kiribati Campus Context 8
Site Observations 9
Engagement Activities 10
Online Survey 11
Key Engagement Themes 13
Spatial Implications 14
Next Steps & Decisions Required 15

03 Appendices **16**
1.0 Workshop Attendees 17
2.0 Workshop Mapping & Activities 18
3.0 Workshop Slides 22
4.0 Survey Questions 26

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USP
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University of the South Pacific



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Introduction

01



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Overview

Engagement Approach

Engagement Purpose

Stakeholder engagement is a foundational component of the USP Master Plan Update & Expansion, 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 masterplanning 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, Tonga, Samoa, Kiribati, Laucala (Fiji) and Vanuatu.

Engagement Methods

The engagement framework integrates 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 assessments

Strategic Discussions

In depth interviews with USP leadership and Heads of School held in May 2026 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 and voices heard.

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 and widened input to capture views from people who didn't attend in person workshops. The survey captured demographic information, patterns of campus use, perceived strengths and limitations, and future aspirations. A total of 454 respondents completed the questionnaire across all the campuses.

The combination of the survey and workshops ensures the masterplanning recommendations are informed by both depth (through in person engagement) and breadth (through network wide input).

Campus Assessment

Campus 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.

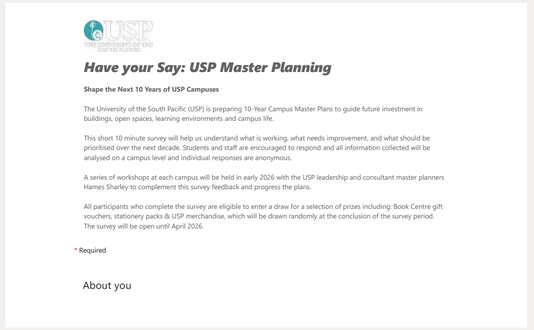
Campus assessments were supported by a local campus leadership meeting to understand campus specific objectives, constraints and opportunities.

Integration of Findings

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







USP
THE UNIVERSITY OF THE PACIFIC ISLANDS

Have your Say: USP Master Planning

Shape the Next 10 Years of USP Campuses

The University of the South Pacific (USP) is preparing 10-Year Campus Master Plans to guide future investment in buildings, open spaces, learning environments and campus life.

This short 10 minute survey will help us understand what is working, what needs improvement, and what should be prioritised over the next decade. Students and staff are encouraged to respond and all information collected will be analysed on a campus level and individual responses are anonymous.

A series of workshops at each campus will be held in early 2026 with the USP leadership and consultant master planners Hames Sharley to complement this survey feedback and progress the plans.

All participants who complete the survey are eligible to enter a draw for a selection of prizes including: Book Centre gift vouchers, stationery packs & USP merchandise, which will be drawn randomly at the conclusion of the survey period. The survey will be open until April 2026.

* Required

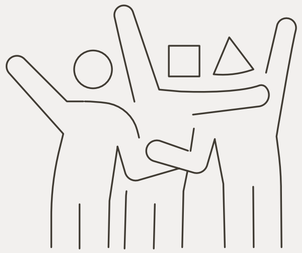
About you

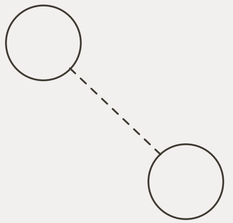
Key Findings & Consistent Themes

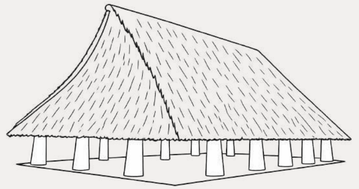
Across All USP Campuses













01 Building Condition & Space Utilisation

+ Deferred maintenance and non-conformances present a significant challenge across all campuses.
+ Underutilisation of existing spaces is present at several campuses.
+ Accessibility requires further consideration at all campuses, with particular attention to campus heart precincts.
+ There is an under provision of toilet facilities at all campuses.

02 Learning & Teaching Environments

+ The library and computer labs are key components of a sticky campus experience. These are both well utilised, highly demanded spaces. The need for campus computers is related to laptop ownership levels.
+ Students consistently identify access to wifi and power as high priorities.
+ Casual and outdoor study spaces are in strong demand across all campuses; provision should consider shade, weather protection, wifi and power where possible.
+ There is a clear need for agile, future-proofed learning environments that can adapt to evolving pedagogical models.

03 Student Experience

+ Sport and recreation are key drivers of student engagement and satisfaction.
+ Access to amenities including food and convenience retail is valued across all campuses and should be considered as part of any campus improvement works.

04 Arrival, Movement & Transport

+ Arrival experiences across campuses require improvements.
+ Campus legibility and traffic safety require careful consideration Pedestrian and vehicle movements should be separated to ensure safe and accessible circulation for all users.
+ Security presence should be visible and deliver a consistent experience across all campuses.

05 Cultural & Architectural Context

+ The universities take pride in their regional identity and place strong value on architecture that reflects local vernacular character and spatial typologies such as maneaba, tamtams, artefacts and meeting places.
+ New and refurbished built form should seek to interpret and express this regional context in a contemporary and meaningful way.

06 University Residences

+ On-campus living for both students and staff require a consistent delivery strategy across campuses.
+ The transition to an online learning model introduces a higher need for on-campus staff accommodations for visiting academics.

Kiribati Campus

02



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Kiribati Campus

Campus Context

The Kiribati campus on South Tarawa joined the University of the South Pacific in 2006. Prior to this it was the Kiribati Teachers' College, then the Kiribati Centre.

Kiribati is the smallest of the six USP campuses included in the master plan project with a proportionally large deferred maintenance cost. The campus stretches from the main highway to the ocean.

The primary university building (K09), completed in 2015, is the core location for teaching and learning and contains the library.

Land Area (m^2)	11,210
Building Gross Floor Area (m^2)	3,410
Number of Buildings	11
Deferred Maintenance (FJ$)	4,080,062
Students	913
Staff	19

LEGEND

- Master Plan Extents
- Primary Road
- Shared Access Road
- Bus Stop (Informal)
- Campus Building
- Water Body
- Open Space
- Landscape
- Volleyball Court
- Concrete Slab
- Container
- Area Not Used by Students
- 1 Primary School
- 2 Local Council Offices
- 3 Shop
- 4 Residential Access
- CP Car Park (unmarked bays)

K01	Maneaba
K02	'New' Toilet Block
K03	Storage (disused)
K05	Old Campus Directors House (disused)
K06	Building (disused)
K07	Old Library/Bookshop (disused)
K08	Security Stand
K09	Primary Teaching & Learning Building
K10	Vacant Building
K11	Wet Lab (disused)
K12	Office Space / Storage (disused)
K13	Continuing & Community Education Building (CCE)



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Site Observations

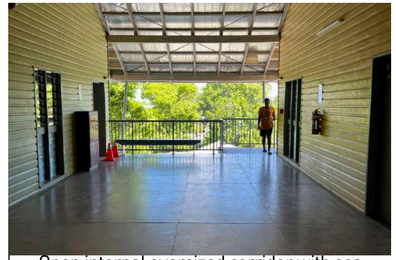
Photo Study


Campus entry with sightline to main building (K09)


Undercroft ground floor, curtains drawn to shade classrooms on first floor (K09)


Shared access road through campus with primary school students and local residents


Popular study location in undercroft (K09)


Open internal oversized corridor with sea breeze flows (K09)


Exam room on ground floor (K09)


Library on first floor (K09)


Bookshop on first floor, dust and moisture issues (K09)


IT office on first floor (K09)


CCE classroom in standalone building (K13)


Volleyball court in proximity to office space (K12)


Volleyball court in use during afternoon


Inside the maneaba (K01)


Maneaba fenced off and disconnected from campus for security/use by outsiders (K01)


Table tennis stored by the old library (K07)


Ceiling failures in two classrooms has led to ceiling being removed, currently no power operating in these rooms so they cannot be used for evening classes (K09)


Water damage and ceiling failures have resulted in an office cordoned off due to safety concerns (K09)


Corrosion of fans and ceiling panel support systems (K09)


Independent wet lab building defunct, with vandalism/security issues (K11)


Storage area for maintenance works (K03)


Disused storage area and road shared with primary school students and local residents (K12)


Back of campus connection with the beach


Significant rubbish challenges

Engagement Activities

The project team visitied the campus on South Tarawa between the 14 to 16 April 2026.
The team included:

+ Rebecca Spencer, Hames Sharley
+ Maddie Ford, Hames Sharley
+ Mervyn Lepper, USP Director of Estates and Infrastructure
+ Michael Rajalingam, USP Project Manager
+ Vinesh Narayan, USP Manager Strategic Assets & Planning
+ Kalivati Artack, USP Design Lead
+ Colin Reiter, External Consultant

Workshops

Hames Sharley facilitated two workshops at the Kiribati campus; one workshop focused on student experience with current students, the second workshop was focused on staff and teacher experiences with all staff invited. Refer Appendix 2 for mapping and activity records and Appendix 3 for workshops slides.

Students Workshop Details

+ 2.5 hour workshop, Wednesday 15 April 2026
+ 12 students attended (Refer Appendix 1)

Translation by Kairoronga Tamafolau, Kiribati Campus Estates and Infrastruture Manager.

Staff Workshop Details

+ 2.5 hour workshop,Thursday 16 April 2026
+ 17 staff attended (Refer Appendix 1)

Online Survey

+ 11 Respondents, 10 Staff and 1 Student (As at 28 April 2026)
+ Refer to Appendix 4 for Survey Questions and Appendix 5 for Survey Results Summary.



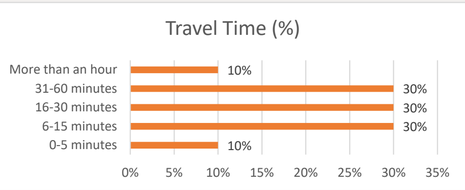


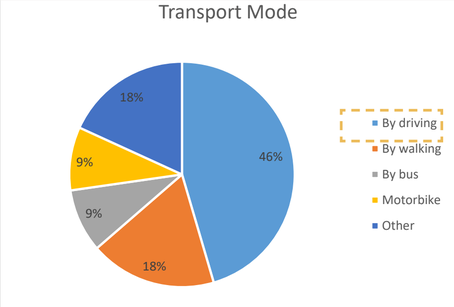
Online Survey

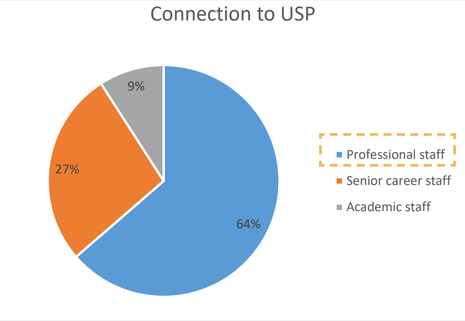
Key Findings, Kiribati

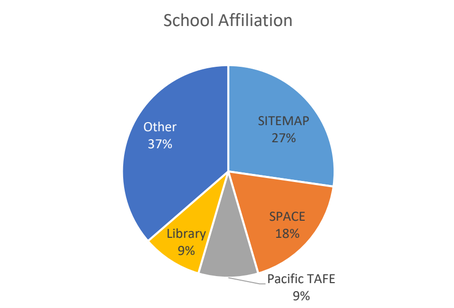
Demographics summary

+ Total 11 responses.
+ Respondents were all staff members.
+ Most respondents travel to campus by driving (45%) though this may include being dropped off by family or driven by a local minivan driver. There were 18% of respondents who walked to campus.
+ All staff responding spend 5 days per week with a typical length of stay on campus being the whole day (100%).







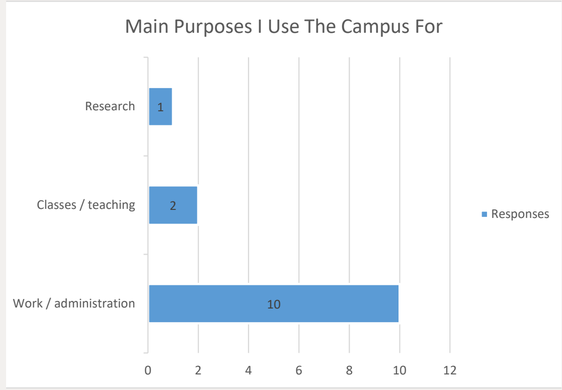


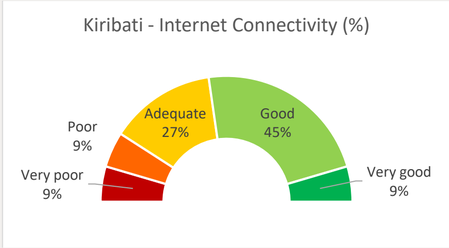
Current context

+ Results are limited as only staff completed the survey. Staff identified the sports courts/facilities as the space that works best (3 mentions).
+ There are mixed views on internet connection reliability.

Top 4 Spaces That Work Well

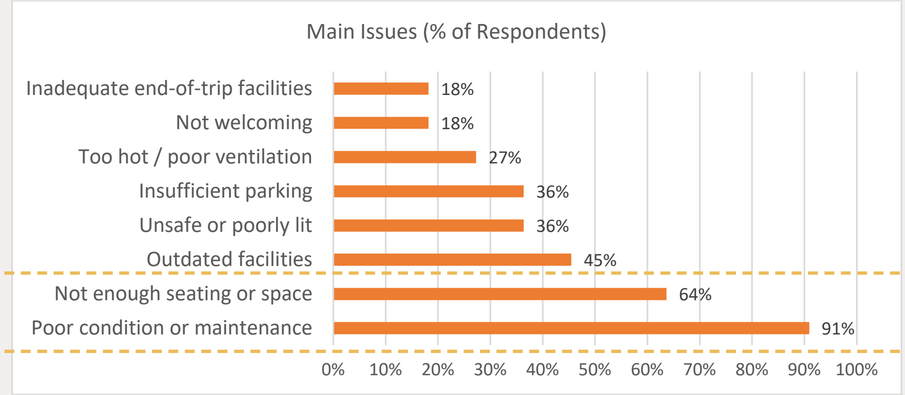
Rank	Space	Mentions
1	Sports Courts / Facilities	3
2	Library	2
3	Ground Floor Open Space	2

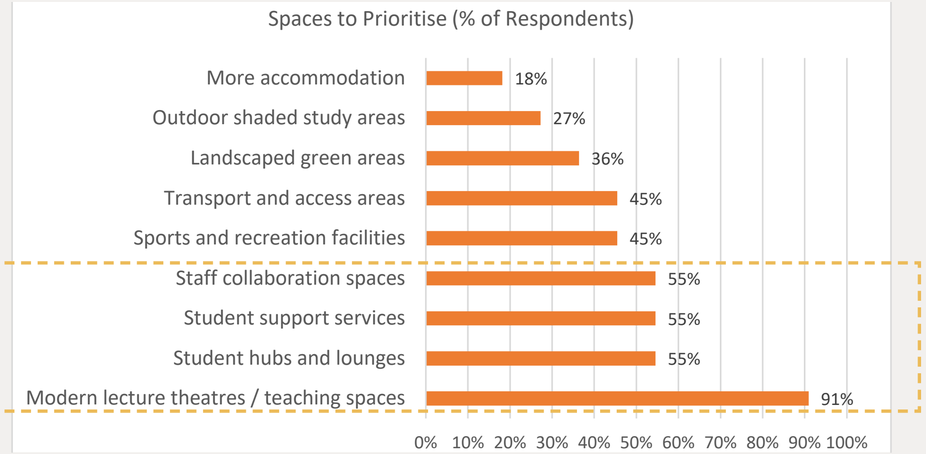




Challenges and future needs identified

+ Currently poor condition and maintenance is identified as the main issue (90%) and not enough seating on campus (64% agreed).
+ Modern lecture theatres and teaching spaces was identified as a priority for 91% of respondents, followed by student hubs and lounges, student support services and staff collaboration spaces (all 55% agreed).





Qualitative snapshot

What makes USP Vanuatu Campus special?

"What makes USP Kiribati Campus special is its strong sense of community and its role as a bridge between global knowledge and local identity. The campus brings together students from different islands and backgrounds."

"The campus provides a supportive learning environment where students, staff, and the wider community work closely together, creating an environment of unity and cooperation."

"Looking for the future to make USP more better and advance properties - there's optimism for growth."

Areas needing improvement

"Development of Open Space for Student and Staff Accommodation: The available open space within the USP Kiribati Campus presents a valuable opportunity for development into residence halls."

"Space is needed in order for students to study comfortably and also can accommodate more students."

"Open space at the east of the road needs development for better campus facilities."

One change for the next 10 years

"Infrastructure and services - fundamental upgrades are needed."

"I want to ensure excellent customer service for all students, staff, and government officials, and support everyone using USP services."

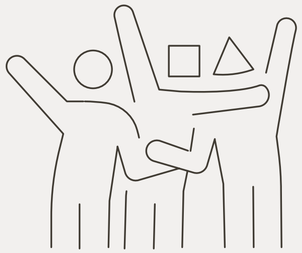
"The whole layout of the campus with infrastructure that will accommodate students learning and teaching needs improvement."

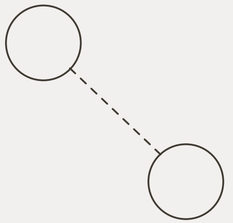
Key Engagement Themes

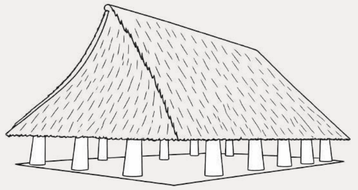
The key themes have been informed by the traingulation of data heard and gathered during workshops and the online survey.













01 Building Condition & Space Utilisation

+ Building degradation has led to several disused buildings south of K09.
+ Ceiling and floor failures within building K09 leading to staff and student concern, safety issues and offline spaces.
+ Harsh coastal environment has led to corrosion and erosion of materials.
+ Expansion and upgrade of toilet facilities needed.

02 Learning & Teaching Environments

+ Improvement of WIFI connectivity and reliability across campus is needed.
+ Enhanced ICT capacity of classrooms to improve teaching and learning outcomes, especially for online learning.
+ Need for wet and dry labs.
+ Library and bookshop expansion and upgrades including group study breakout rooms were suggested during workshops.

03 Student Experience

+ Opportunity to encourage even more enjoyment of sport activities through the provision of multipurpose courts (active recreation). Volleyball is particularly popular.
+ There is a lack of social spaces and areas to eat/shop (passive recreation).

04 Arrival, Movement & Transport

+ Entry experience dominated by car park and pedestrian vehicle conflicts as no separation of paths at entry.
+ No formalised pathway for staff and students through campus.
+ Shared access with neighbouring school and residents impacts noise levels and security.
+ Staff and student transport to campus (private bus pick up and drop off) is strongly desired.

05 Cultural & Architectural Context

+ Maintain and celebrate Kiribati culture through improving use and access to the maneaba.
+ Reflect the open and dispersed vernacular of the local architecture.
+ Enhance large existing trees with additional lower level hedges e.g. hibiscus to edge and define pedestrian pathways through campus, and to provide a visually pleasing separation from neighbours.

06 University Residences

+ Provision of staff accommodation on site was suggested during workshops in order to support more face-to-face teaching from visiting academics.

Spatial Implications

This section translates engagement themes into implications for campus master planning. The plan highlights key opportunity and priority areas for spatial planning, infrastructure and enhancing campus experience.

Engagement findings suggest that future master planning for the Kiribati Campus should:

+ **AREA A:** Improve pedestrian safety, campus legibility, and arrival experience. Shaded parking area would assist to prevent overheating and reflection of heat into K09.
+ **AREA B:** Address critical building condition issues including corosion and enhance teaching spaces. Consolidate teaching within K09 to avoid isolated teaching spaces e.g. explore potential to bring wetlab and CCE into K09 and opportunity for conference space setup.
+ **AREA C:** Establish a sticky campus heart that better utilises these spaces with cultural and sport connections e.g. the maneaba that is currently disconnected, unfurnished and fenced off.
+ **AREA D:** Strengthen student life through dedicated sports and recreation spaces.
+ **AREA E:** Explore locations for possible visiting staff accommodation for intensive face to face teaching blocks.

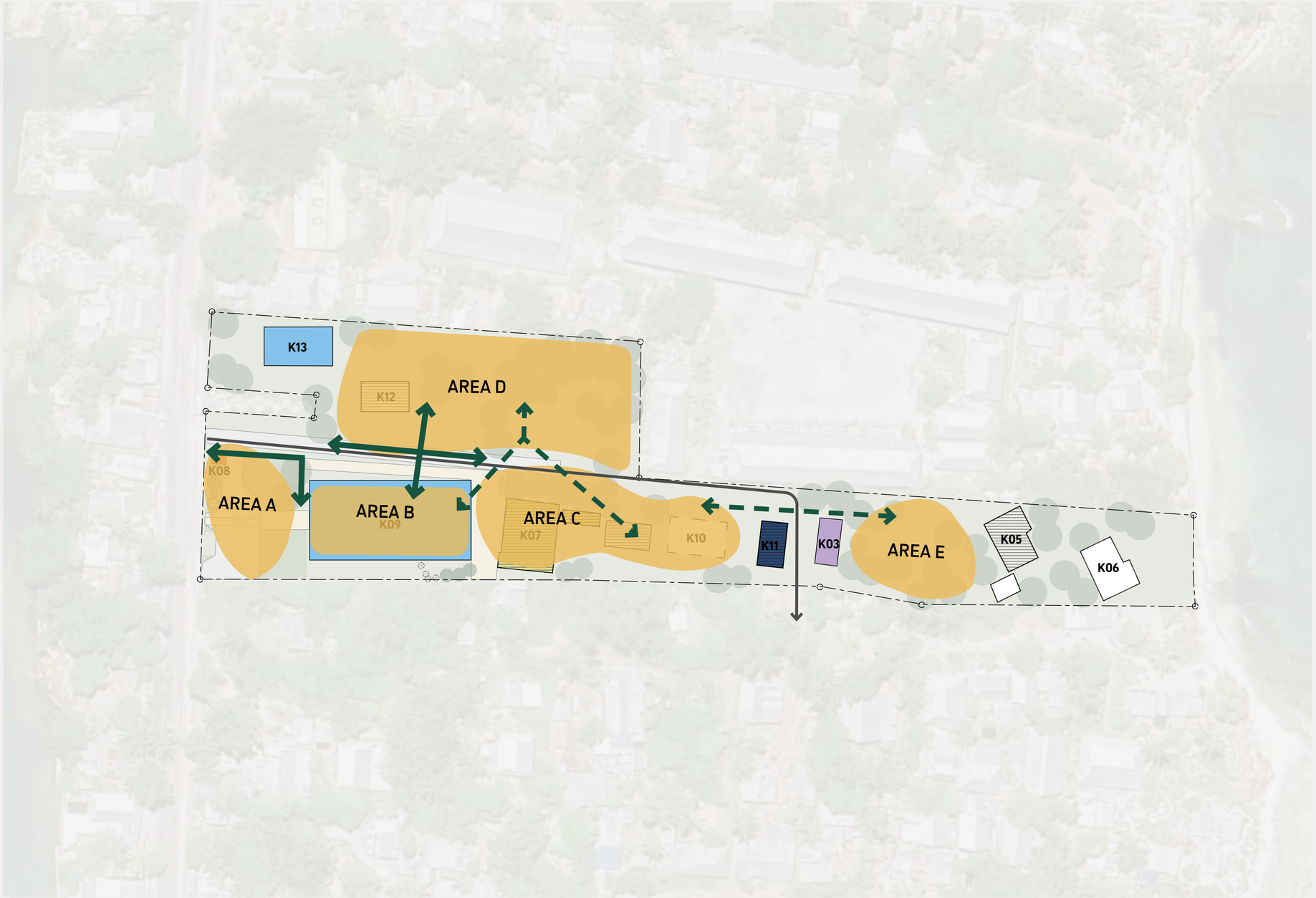


Figure: Engagement Implications

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Next Steps & Decisions Required

This section summarises the key outcomes and next steps following engagement.

TASK	RESPONSIBLE	DETAIL
Consolidation of teaching spaces within and proximate to K09	USP / HS	Reccomended approach to enable wetlab and CCE to be consolidated within K09 and explore opportunities for conference setup that is flexible to teaching and learning needs. Library location and entry as well as group study layouts and location also to be critically considered.
Shared access road position determined & surfacing of main portion considered	USP	University to determine position on whether access road should remain shared or if it is desired to engage with local council to identify secondary access route for the neighbouring school and residences. Consider idea of investigating methods for road surfacing such as exploration of a Centre for Sustainable Futures project that considers recycling of plastic waste / tyres into road base.
Demolition process investigation	USP	University to determine process and contractors for the demolition of disused buildings on campus. In doing so consideration of whether any building materials from this process can be retained and repurposed for future construction to reduce costs and contribute to sustainability objectives.
Development of the master plan	HS	The implications of this engagement report will inform the development of spatial principles, land use strategies, and staging approaches in subsequent phases of the project. The master plan will explore a combination of quick wins as well as more substantial investment projects that are worthwhile to achieve long term effective, efficient and enjoyable use of the Kiribati campus for both staff and students.



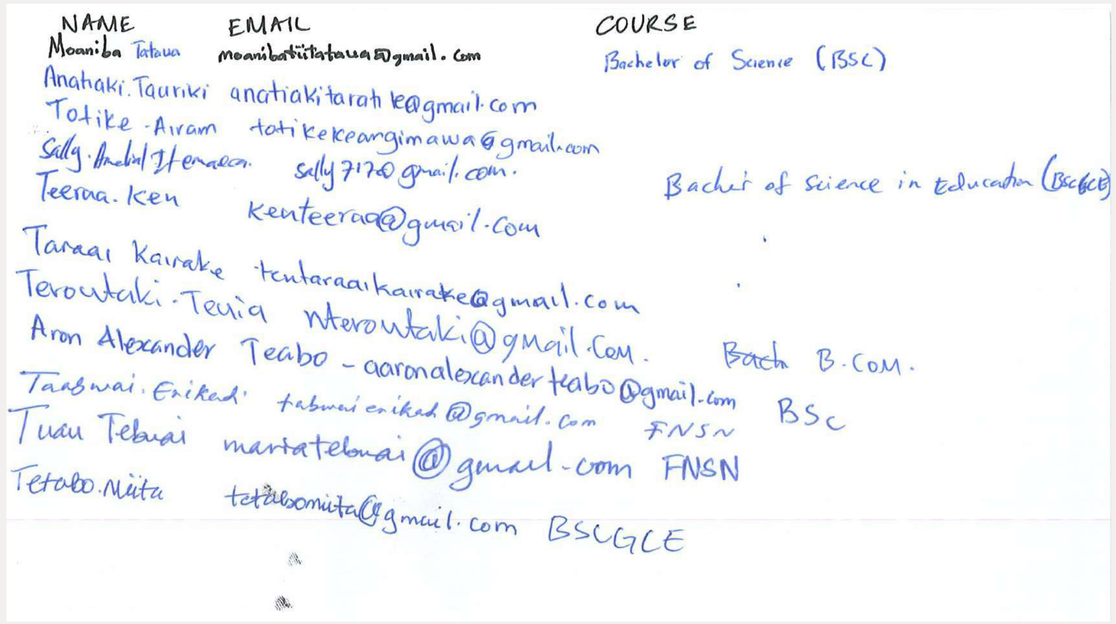
Appendices

1.0 Workshop Attendees
2.0 Workshop Mapping & Activities
3.0 Workshop Slide Pack
4.0 Survey Questions

03

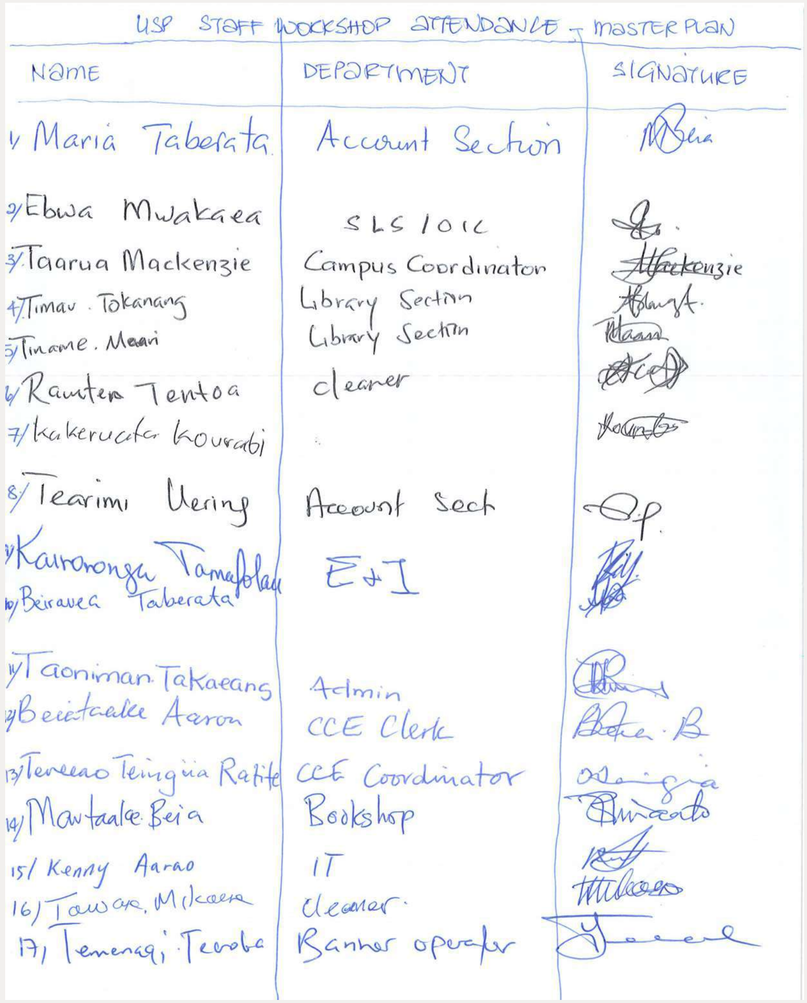
1.0 Workshop Attendees

STUDENTS



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STAFF



USP STAFF WORKSHOP ATTENDANCE – MASTER PLAN

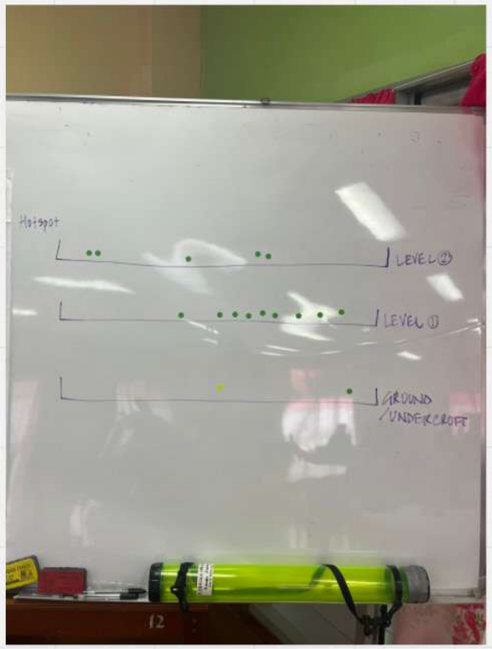
NAME	DEPARTMENT	SIGNATURE
1/ Maria Taberata	Account Section	
2/ Ebwa Mwakaea	SLS/OIC	
3/ Taarua Mackenzie	Campus Coordinator	
4/ Timau Tokanang	Library Section	
5/ Tiname Meari	Library Section	
6/ Rauten Tentoa	cleaner	
7/ kakerucafe kouraki		
8/ Tearimi Uering	Account Sect	
9/ Kauroronga Tamafolau	E+I	
10/ Beiaaea Taberata		
11/ Taoniman Takaeang	Admin	
12/ Beiotaake Aaron	CCE Clerk	
13/ Teneeao Teingiia Ratite	CCE Coordinator	
14/ Mawtaake Beia	Bookshop	
15/ Kenny Aarao	IT	
16/ Taware Mikaera	cleaner	
17/ Teneraqi Teroba	Banner operator	

2.0 Workshop Mapping & Activities

Students

Map 1: Place Assessment





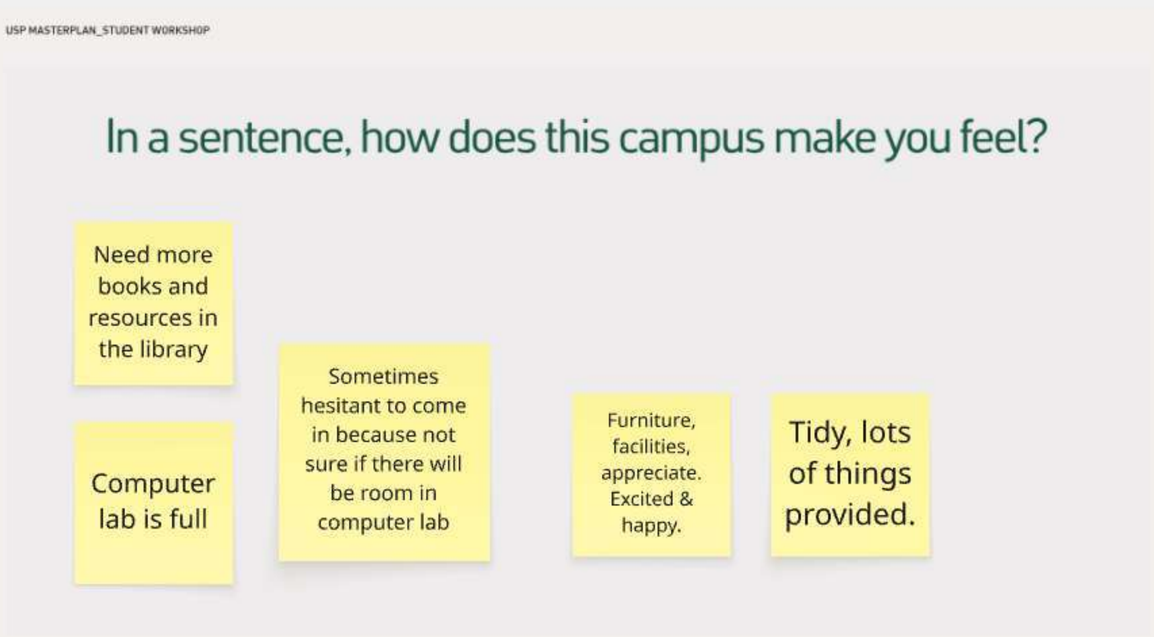


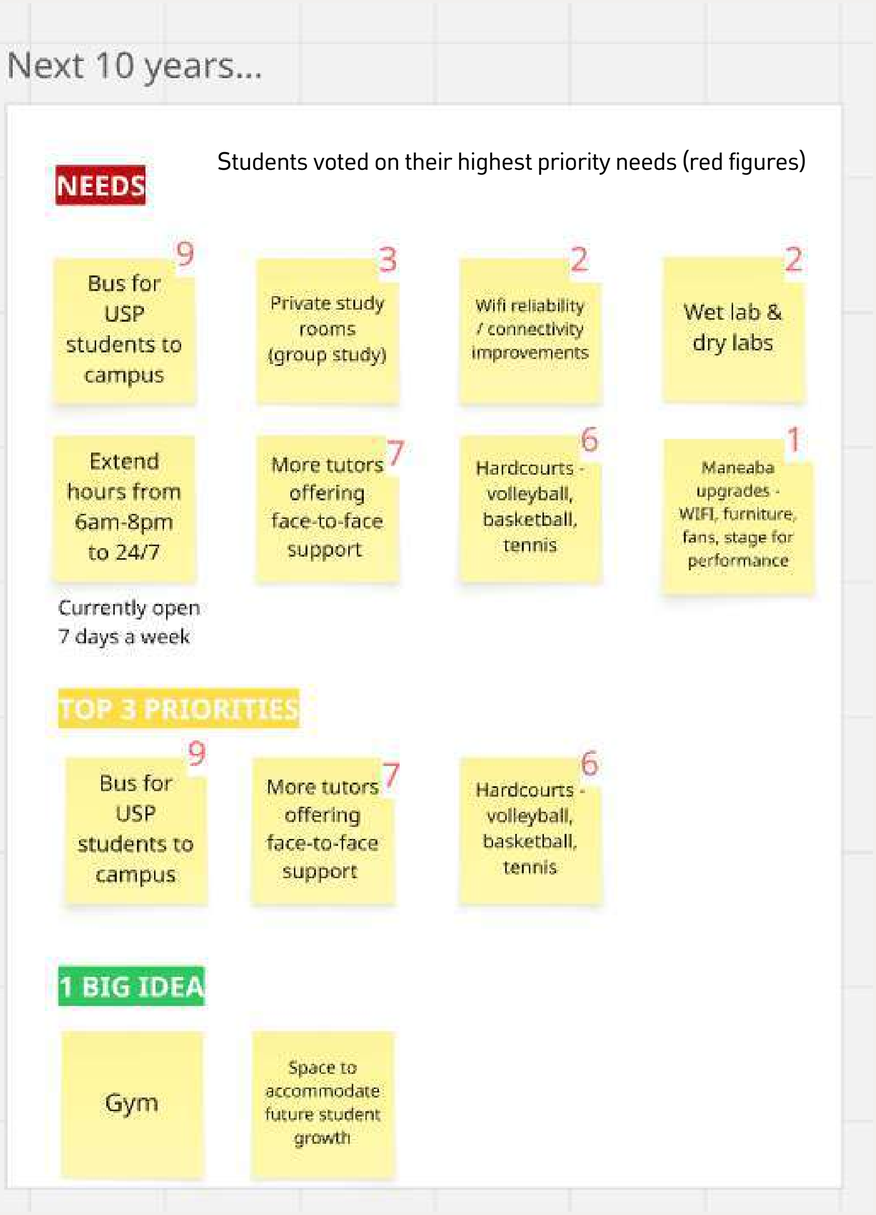
Map 2: Movement Patterns



2.0 Workshop Mapping & Activities

Students



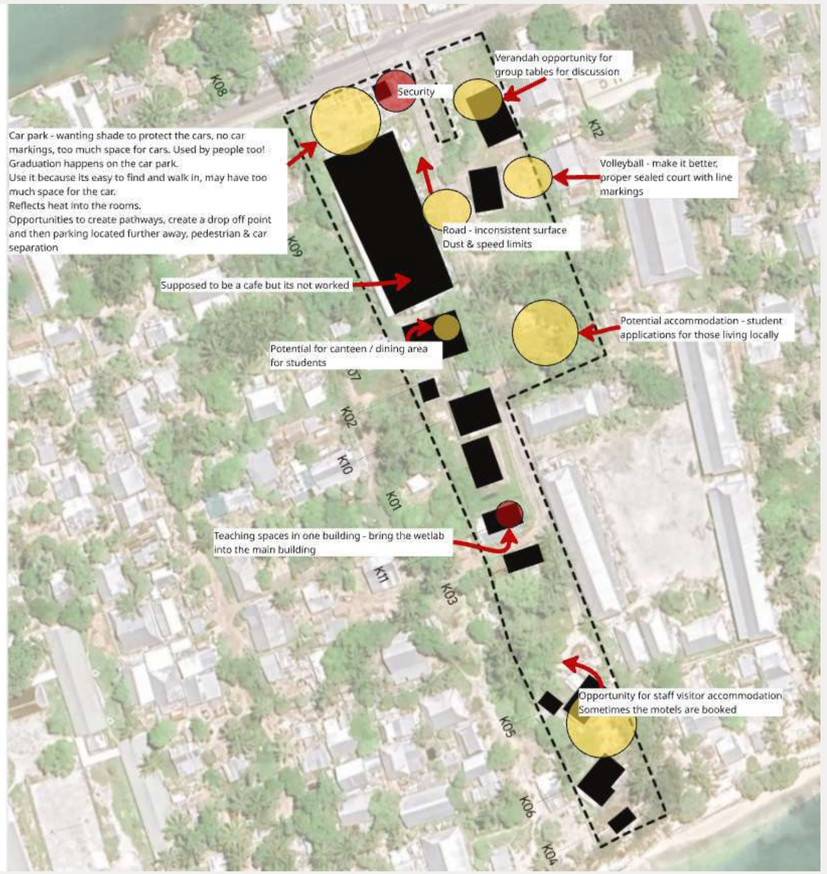


2.0 Workshop Mapping & Activities

Staff



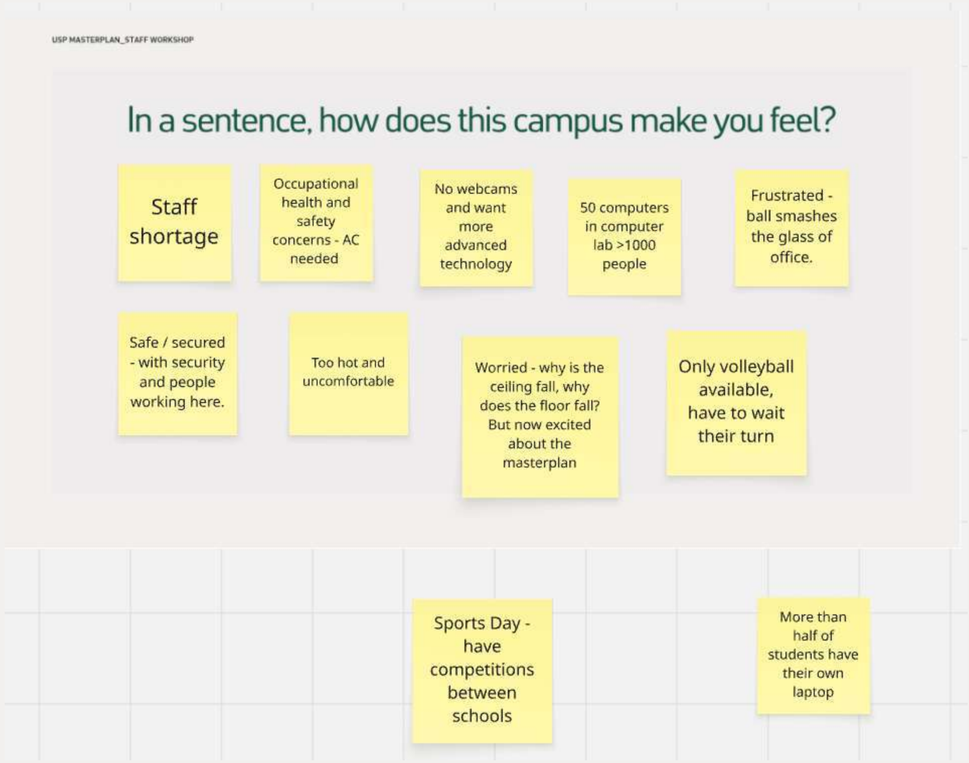


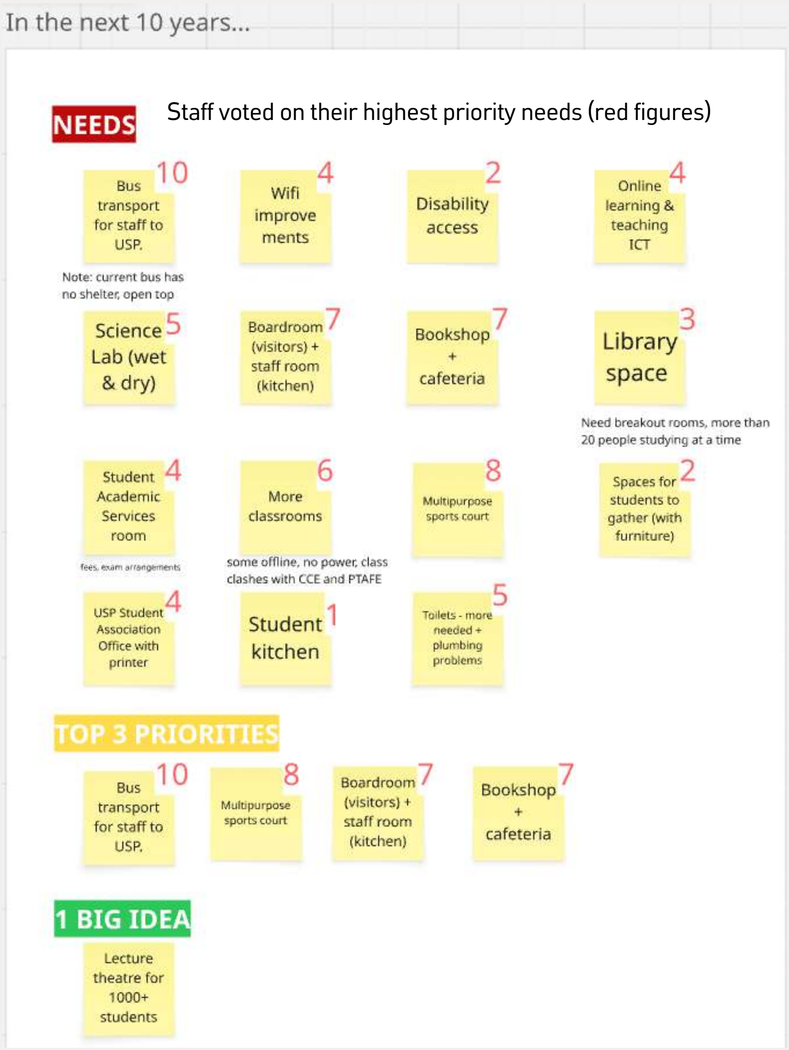




2.0 Workshop Mapping & Activities

Staff





3.0 Workshop Slides

ARCHITECTURE
INTERIORS
URBAN DESIGN
PLANNING
LANDSCAPE

USP Masterplan

STUDENT WORKSHOP, KIRIBATI

APRIL 2026

USP THE UNIVERSITY OF THE SOUTH PACIFIC

Hames Sharley

Acknowledgement of Country

We acknowledge Aboriginal and Torres Strait Islander peoples as the continuous traditional custodians of the lands where we live and work. These lands have never been ceded. In doing so, we recognise an imperfect past.

We commit to growing and contributing to a deeper understanding and learning of community and country and a healed future, while promoting an amplified and equitable Australia that is culturally inclusive.



Image courtesy of photographer Josh Stephens, used with permission / licensed for use.

Agenda

Part 1	Welcome & Context	20 minutes
Part 2	Mapping Activity What is working, what doesn't work?	30 minutes
Part 3	Future Campus Vision & Priorities	50 minutes
Part 4	Wrap up & Thank You	5 minutes

Introductions

MAURI



Rebecca Spencer
Associate Director | Facilitator
HAMES SHARLEY



Maddie Ford
Urban Designer
HAMES SHARLEY



Who do we have in the room today?

USP Masterplan

+ To identify the University's infrastructure priorities for the next 10 years.
+ The Masterplan applies to six campuses. This is the fourth campus visit.
+ Expansion of a previous masterplan that focused on the Laucala Campus in Fiji.
+ Buildings including classrooms and study spaces, streets, paths, outdoor spaces.



Update and Expansion

PROJECT INCEPTION → BACKGROUND REPORTING (Inception Report) → CAMPUS VISIT (Staff Workshops, Student Workshops, Campus Tour) → PRELIMINARY MASTERPLAN → PRESENTATION TO EXECUTIVE → FINAL MASTERPLAN

Part 1 - Welcome & Context (20min)

USP MASTERPLAN_STUDENT WORKSHOP

Respectful & Inclusive Engagement

+ We want to hear from everyone! Allow space for quieter voices.
+ Listen without interrupting please.
+ Respect different cultural perspectives and backgrounds.
+ Critique ideas, not people.
+ Use inclusive language.

USP MASTERPLAN_STUDENT WORKSHOP

Masterplan Purpose



Shaping the University over the next 10 years, the masterplan will influence:

+ Buildings
+ Outdoor Areas
+ Student Life

Masterplan will **explore potential for more agile, shared spaced** within the University and **diversify regional campuses** with course-specific infrastructure. It will touch on sustainability only at a high level.

The masterplan document will guide University teams when undertaking future upgrades and infrastructure projects.

Masterplan to sit in parallel to the next triennial investment plan, with chapters for each campus.

USP MASTERPLAN_STUDENT WORKSHOP

Understanding Patterns

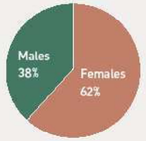
To support the masterplan development we are interested in learning about patterns, not individual complaints.

Pattern examples:

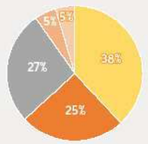
+ What types of spaces are working well? What spaces aren't up to standard?
+ Where do you spend the most time?

USP MASTERPLAN_STUDENT WORKSHOP

USP Demographics

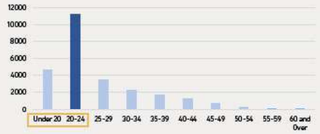


Mode of Study



Face to face
Blended
Online
Print
School Base

Age of Students



Data for all students enrolled in 2025 across all USP campuses.

USP MASTERPLAN_STUDENT WORKSHOP

Campus enrolments

Campus	Students Enroled
Fiji	15,735
Kiribati	913
Samoa - Alafua	875
Solomon Islands	4,262
Tonga	1,307
Vanuatu - Emalus	2,377

USP MASTERPLAN_STUDENT WORKSHOP

What Are We Hearing So Far?

KIRIBATI

+ Currently have 10 responses with nine from staff.
+ Most travel to campus by driving.
+ Campus allows the community to gain quality education while staying connected to our families, culture, and nation
+ Campus is mainly used for work and classes/teaching.
+ The campus is good for learning, working and social interaction.
+ Staff like the ground floor open space area - it has more space and fresh air.
+ Main issue is poor condition/maintenance of buildings.
+ Future desire for on campus accomodation, sports and recreation, library.



USP MASTERPLAN_STUDENT WORKSHOP

In a sentence, how does this campus make you feel?

USP MASTERPLAN_STUDENT WORKSHOP

Part 2 - Mapping Activity (30min)

USP MASTERPLAN_STUDENT WORKSHOP

Map 1: Place Assessment

Hotspots!

Why are these places working well, not working well, or showing potential?

- Places that work well.
- Places that don't work / you avoid.
- Places with potential / opportunity.

USP MASTERPLAN_STUDENT WORKSHOP

Map 1: Place Assessment

Put coloured stickers on:

- Places that work well.
- Places that don't work / you avoid.
- Places with potential / opportunity.

USP MASTERPLAN_STUDENT WORKSHOP

Map 2: Moving Around Campus & Places You Spend Time

X



Mark the places that you spend the most time.

Draw the routes you commonly take around campus.

USP MASTERPLAN_STUDENT WORKSHOP

Part 3 - Future Campus Vision (50min)

USP MASTERPLAN_STUDENT WORKSHOP

In 10 years time, this campus must have...

In groups identify:

Top 3 needs of the campus?

One big idea for the future.

Think about...

+ Online / hybrid / flexible spaces
+ Research / postgrad areas
+ Student services / wellbeing
+ Better places to... study, relax, collaborate, be alone
+ Spaces for Pacific culture / identity
+ Spaces to connect & belong
+ Climate resilient design (heat, storms, rain, shade)
+ Night safety / lighting / gathering

USP MASTERPLAN_STUDENT WORKSHOP

Cross-Campus Alignment

What must be consistent across all USP campuses?

What should remain unique to this campus?

USP MASTERPLAN_STUDENT WORKSHOP



Part 4 - Wrap Up & Thank You

USP MASTERPLAN_STAFF WORKSHOP

Next Steps

+ Any final comments?
+ The survey outcomes, site visit information and workshops will inform the masterplan.
+ For those who have not completed the online survey, reminder this is closing in May!





Thank you.

USP THE UNIVERSITY OF THE SOUTH PACIFIC

Hames Sharley

4.0 Survey Questions

Have your Say: USP Master Planning

Shape the Next 10 Years of USP Campuses

The University of the South Pacific (USP) is preparing 10-Year Campus Master Plans to guide future investment in buildings, open spaces, learning environments and campus life.

This short 10 minute survey will help us understand what is working, what needs improvement, and what should be prioritised over the next decade. Students and staff are encouraged to respond and all information collected will be analysed on a campus level and individual responses are anonymous.

A series of workshops at each campus will be held in early 2026 with the USP leadership and consultant master planners Hames Sharley to complement this survey feedback and progress the plans.

All participants who complete the survey are eligible to enter a draw for a selection of prizes including: Book Centre gift vouchers, stationery packs & USP merchandise, which will be drawn randomly at the conclusion of the survey period. The survey will be open until April 2026.

* Required

About you

1. Which Best describes your connection to USP? *

- ◯ Undergraduate student
- ◯ Postgraduate student
- ◯ Academic staff
- ◯ Professional staff
- ◯ Researcher
- ◯ Visitor / community partner
- ◯ Other

2. What year of study / career stage best describes you? *

- ◯ 1st year student
- ◯ 2nd year student
- ◯ 3rd year student
- ◯ 4th year+ / Postgraduate
- ◯ Early career staff
- ◯ Mid career staff
- ◯ Senior career staff

3. Which USP campus do you attend? *

- ◯ Laucala
- ◯ Samoa
- ◯ Vanuatu
- ◯ Solomon Islands
- ◯ Kiribati
- ◯ Tonga

4. What school are you most closely affiliated with? *

- ◯ School of Accounting, Finance and Economics
- ◯ School of Agriculture, Geography Environment, Oceans and Natural Sciences
- ◯ School of Business and Management
- ◯ School of Information Technology, Engineering, Mathematics and Physics
- ◯ School of Law and Social Sciences
- ◯ School of Pacific Arts, Communication and Education
- ◯ Pacific TAFE
- ◯ Pacific Centre for Environment & Sustainable Development
- ◯ Other

5. On a typical week, how often are you on campus? *

- ◯ 1-2 days
- ◯ 3-4 days
- ◯ 5+ days
- ◯ Part on campus and part online
- ◯ Mostly online

6. How long do you usually stay on campus each day? *

- ◯ 1-2 hours
- ◯ 2-4 hours
- ◯ Half a day (4-5 hours)
- ◯ Whole day (6+ hours)

7. How do you usually get to campus? *

- ◯ By driving
- ◯ By walking
- ◯ By bus
- ◯ By cycling
- ◯ I live on campus
- ◯ Other

8. How long does it take you to travel to campus (single trip)? *

- ◯ 0-5 minutes
- ◯ 6-15 minutes
- ◯ 16-30 minutes
- ◯ 31-60 minutes
- ◯ More than an hour

9. What do you mainly use the campus for? *(select all that apply)* *

- [ ] Classes / teaching
- [ ] Research
- [ ] Study spaces (library, labs, quiet areas etc.)
- [ ] Work / administration
- [ ] Social / cultural activities
- [ ] Sport / wellbeing
- [ ] Other

Places that work well or need improvement

10. What do you **value most** about this campus? *

Please select at most 3 options.

- [ ] Comfortable (shade, airflow, seating, etc.)
- [ ] Good for learning or working
- [ ] Good for social connection
- [ ] Well maintained
- [ ] Technology and Wifi access
- [ ] Culturally important / meaningful
- [ ] Easy to reach / central
- [ ] Other

11. Thinking about **your campus,** is there a building, open space or area on campus that **works really well for you**?
Examples could include: Main library, student centre, sports courts, outdoor space near xxxx building. Please write the space/building name or number if known. Please tell us why and you can tell us about more than one example. *

12. What are the **main issues** in this place? *Select all that apply* *

- [ ] Poor condition or maintenance
- [ ] Too hot / poor shade / ventilation
- [ ] Not accessible or inclusive
- [ ] Unsafe or poorly lit
- [ ] Not enough seating or space
- [ ] Outdated facilities
- [ ] Hard to navigate / confusing
- [ ] Not welcoming
- [ ] Inadequate end of trip facilities (showers, lockers, bike storage etc)
- [ ] Too far / difficult to access public transport
- [ ] Insufficient or unshaded parking
- [ ] Other

13. Is there a building, open space, or area that **most needs improvement**? *(please include the building or area name only and reasons why and you can tell us about more than one example)* *

14. How would you rate your current experience with internet connectivity on campus?

Very good	Good	Adequate	Poor	Very poor
○	○	○	○	○

15. If you have further comments on internet connectivity, specific to your campus, please provide here:
(optional feedback)

Looking ahead 10 years

16. Over the next 10 years, what should USP campuses be better at supporting? *

Please select at most 5 options.

- [ ] Flexible, technology-enabled learning
- [ ] Climate-resilient buildings and landscapes
- [ ] Cultural spaces and expression
- [ ] Student wellbeing and quiet spaces
- [ ] Research and innovation (specialist spaces)
- [ ] Collaboration and group work
- [ ] Accessible and inclusive environments
- [ ] More green and outdoor learning areas
- [ ] Sport, recreation and health
- [ ] Housing and student living
- [ ] Walking, cycling and safe movement
- [ ] Community connection
- [ ] Food outlets
- [ ] Shopping and services e.g. chemist or hairdresser
- [ ] Childcare service
- [ ] Other

17. Which types of spaces should be prioritised for upgrade or development over the next decade? *

Please select at most 5 options.

- [ ] Modern lecture theatres / seminar rooms / teaching spaces
- [ ] Student hubs and lounges
- [ ] Outdoor shaded study areas
- [ ] Cultural / performance spaces
- [ ] Innovation / maker / research spaces
- [ ] Sports and recreation facilities
- [ ] Staff collaboration spaces
- [ ] Student support services e.g. mental & physical health, administration, wellbeing
- [ ] Industry incubator hub
- [ ] Landscaped green areas
- [ ] Transport and access areas
- [ ] More accommodation
- [ ] Childcare / family-friendly spaces
- [ ] Other

Final Thoughts & Contact Details for Prize Draw

18. What in your view makes the USP campus you attend special?

19. If you could change one thing about your campus over the next 10 years, what would it be?

20. Would you like to be involved in the future workshops for the Master Plan? *

- ◯ Yes
- ◯ No

21. To be entered into the prize draw for participating in this survey, please leave your **name, email address and best phone contact number below.**

If you have expressed interest in being involved in a master plan workshop for your campus in the question above, you may be contacted by USP in coming months.

Thank you for your time and interest in the USP Campus Master Planning project.

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Enabling communities to flourish

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