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



# Solomon Islands Campuses
# USP Engagement Report

# The Master Plan Context

## What is the USP Master Plan aiming to achieve?

The USP Master Plan 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 Solomon Islands Campuses: Lawson Tama & KGVI

In undertaking the master planning for the Solomon Island campuses, the future delivery of courses and teaching forecasts and strategy should look to campus footprint being appropriately consolidated to improve student experience and convenience, as opposed to being spread between the two campuses (KGVI and Lawson Tama). This includes consideration of aspects such as the travel time/distance to campus locations, possible provision of housing for students and staff as well as the varying profiles of students using the campuses.

Given there are two USP campuses, report findings have been produced for each campus, as appropriate.



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| Date | Issue | Staff |
|---|---|---|
| 30/04/2026 | 1 | JH |
| 02/06/2026 | 2 | RS / JH |
| 06/10/2026 | 3 | RS |

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# Contents

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

**02 Solomon Islands Campuses** **7**
Engagement Activities 8
Online Survey 9
Lawson Tama Campus Context 11
Site Observations 12
Key Engagement Themes 13
Spatial Implications 14
Next Steps & Decisions Required 15
KGVI Campus Context 16
Site Observations 17
Key Engagement Themes 18
Spatial Implications 19
Next Steps & Decisions Required 20

**03 Appendices** **21**
1.0 Workshop Attendees 22
2.0 Workshop Mapping & Activities 23
3.0 Workshop Slides 27
4.0 Survey Questions 31

University of the
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# Introduction

01

# Overview

Engagement Approach

## Engagement Purpose

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 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 masterplan; 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 masterplan framework.








USP

THE UNIVERSITY OF THE SOUTH PACIFIC

***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

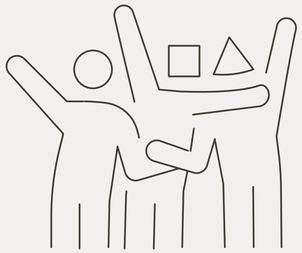
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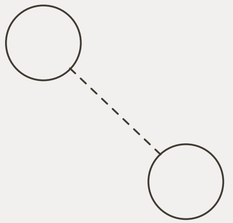
# Key Findings & Consistent Themes

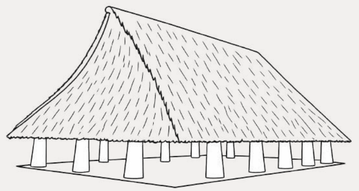
Across All USP Campuses











## 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.

# Solomon Islands Campuses




02

# Engagement Activities

The project team visitied the campuses on Solomon Islands between 19 to 20 March 2026.

The team included:

+ Rebecca Spencer, Hames Sharley
+ Jessika Hames, 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 KGVI campus; one workshop focused on student experience with current students, the second workshop was focused on staff and teacher experiences with all staff invited. Activities and discussions related to both USP Campuses on Solomon Islands. Refer Appendix 2 for mapping and activity records and Appendix 3 for workshops slides.

### Students Workshop Details

+ 2 hour workshop, Friday 20 March 2026
+ 18 students attended (Refer Appendix 1)

### Staff Workshop Details

+ 2 hour workshop, Friday 20 March 2026
+ 14 staff attended (Refer Appendix 1)

## Online Survey

+ 27 Respondents, 9 Staff and 18 Students (as at 28 April 2026)
+ Refer to Appendix 4 for Survey Questions and Appendix 5 for Survey Results Summary.



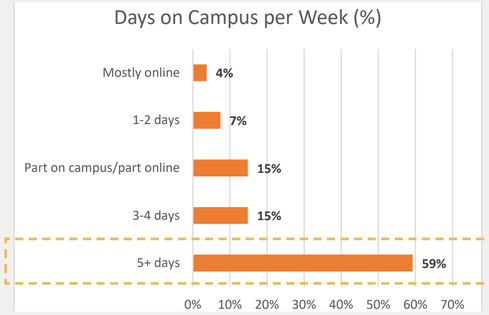


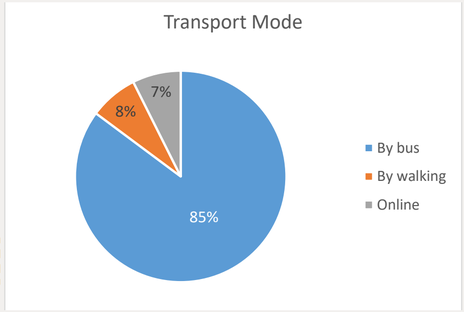

# Online Survey

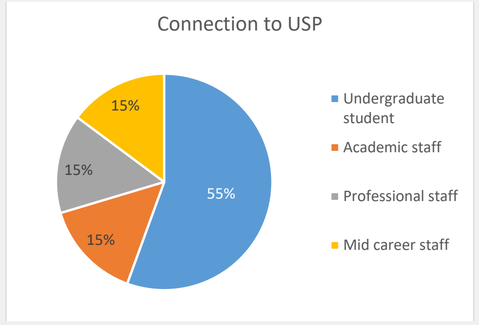
Key Findings, Solomon Islands

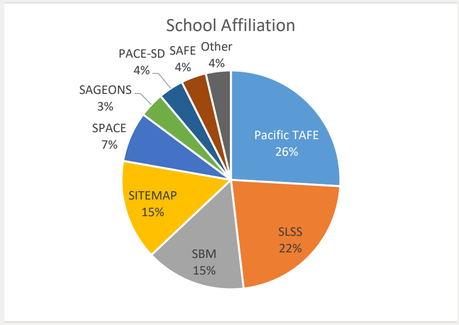
## Demographics summary

+ Total 27 responses -15 students, 12 staff.
+ Respondents were almost balanced between undergraduate students and staff members (56% vs 54% respectively)
+ Most respondents travel to campus by bus (85%), online and by walking both received 7%.
+ Students/staff spend much of their time on campus with 59% attending campus 5+ days per week and the typical length of stay on campus being 6+ hours (70%).
+ Of the 27 respondents, the majority (70%) travel more than 30 minutes for a single trip, with over a third commuting longer than an hour.



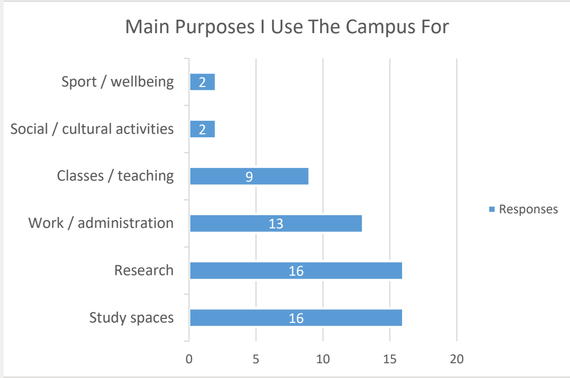



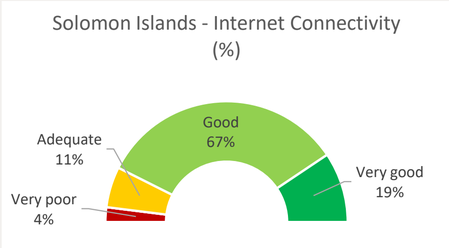

## Current context

+ The Library remains the standout space on campus, cited by 63% of respondents as working well.
+ Notably, 59% of respondents come to campus primarily to use study spaces and conduct research, and 48% for work and administration, reinforcing the need for high-quality, flexible workspaces that support both academic and professional activity.

### Top 4 Spaces That Work Well

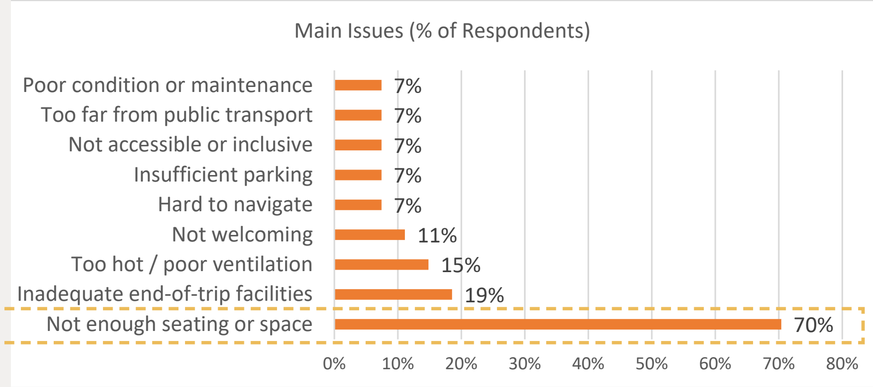
| Rank | Space | % of Mentions |
|---|---|---|
| 1 | Library | 63% |
| 2 | Tutorial Rooms | 7% |
| 3 | Lecture Theatre | 7% |
| 4 | Sports Courts | 4% |

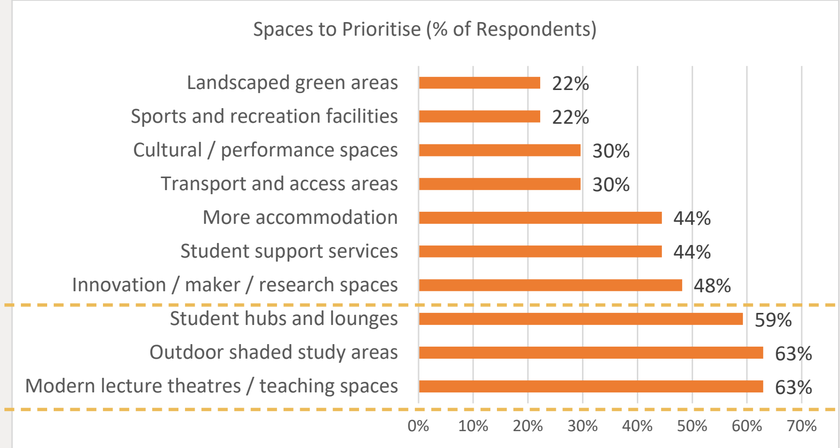


## Challenges and future needs identified

+ Currently not enough seating on campus (70% agreed).
+ Modern lecture theatres, teaching spaces, and outdoor shaded study areas was identified as a priority for 63% of respondents, followed by student hubs and lounges (59%) and innovation / maker / research spaces (48%).




## Qualitative snapshot

**What makes USP Soloman Islands Campus special?**

*"State of the art learning & teaching & climate resilience designed buildings."*

*"As compared to other existing universities like SINU, USP still stands out alone as a must choice and preference for most students. It offers a wide range of programs across many disciplines."*

*"It's closer to my residence - convenient location for accessing education."*

**Areas needing improvement**

*"More study bures in the spaces behind the current buildings are needed."*

*"Lawson Tama campus S28 computer lab - some computers inside the lab don't work well."*

*"The Lawson Tama metal roof hat nearly fell down so to avoid accident, it needs maintenance before using."*

**One change for the next 10 years**

*"Have affordable accommodation for our students coming from the outer islands."*

*"I would recommend purchasing a school bus to ease transportation for students as students always standing for long hours in bus stops waiting for public transport."*

*"If I could change one thing, it could be the network connectivity - many students have been complaining about it since 2014."*

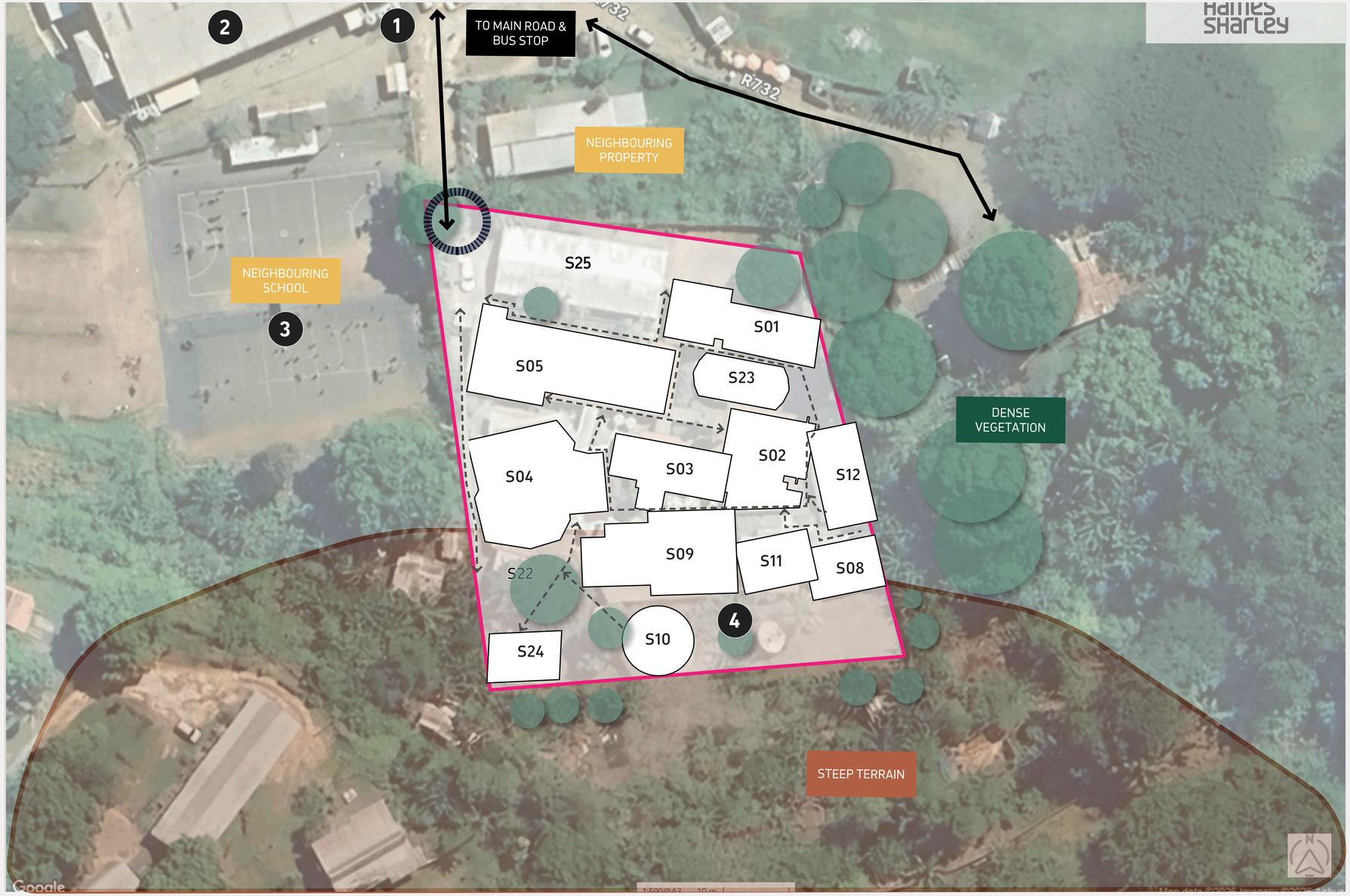
# Lawson Tama Campus

## Campus Context

The Lawson Tama campus is located in central Honiara, near Chinatown and southwest of Lawson Tama Stadium, hidden off the Kukum Highway. USP has been present in the Solomon Islands since 1971, and Lawson Tama served as the sole campus for over five decades. The campus has evolved in an ad-hoc manner, resulting in a fragmented spatial structure with no clear circulation hierarchy.

The compact site and high density of buildings represent significant challenges. The campus is constrained and urban in character, lacking open space between buildings.

Since the opening of the KGVI campus in 2024, Lawson Tama has been retained primarily for Foundation Science and science degree programmes, with administration functions all transferred to the newer campus. Lawson Tama faces significant topography challenges on the southern portion of the site, limiting effective campus usage in this area.




**LEGEND**

| | |
|---|---|
| | Master Plan Extents |
| → | Informal Access Road |
| - - → | Internal Campus Movement |
| ▭ | Campus Building |
| ● | Landscape |
| ○ | Entry |
| 1 | Local Vendors to the North |
| 2 | Neighbouring Primary School |
| 3 | Neighbouring School Sports Courts (not accessible to USP) |
| 4 | Significant Level Changes |
| S01 | Admin Office & Student Academic Services |

| | |
|---|---|
| S02 | Science Lab |
| S03 | Staff Room & Toilets |
| S04 | Library |
| S05 | Computer Lab, Bookshop & Offices |
| S08 | Office Block |
| S09 | Lecture Theatre |
| S10 | Fale |
| S11 | Study Area in Undercroft |
| S12 | Tutorial Room |
| S15 | Security Hut |
| S22 | Reading Room |
| S23 | Fale (Student Study Space) |
| S24 | Fale (Student Study Space) |

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# Site Observations

## Photo Study:
## Lawson Tama



Convoluted and underwhelming off street entry experience


Informal parking at campus gate


Food vendors and campus entry access


Food vendor at campus entry


Entrance building


Study Fale (S23)

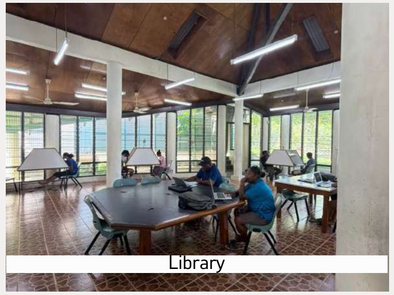

Computer lab


Computer lab lecture style classroom


Better quality classroom



Campus movement and fale edge


Library


Older classroom, hot


Office space in poor condition


Temporary marquee, very hot


Toilets with breeze block divider


Toilets in poor condition


Needing umbrella for sun protection while studying outside


Steeply sloping land at rear of campus


Large fale at rear of campus (S10)


Large fale at rear of campus, up the hill (S24)


Topography challenges and building upgrades


Small fale for study in the lower portion of campus


Limited drinking water supply throughout campus

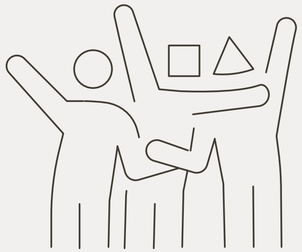
# Key Engagement Themes

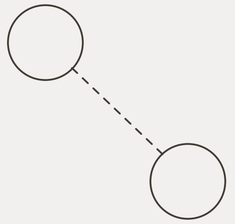
## Lawson Tama Campus

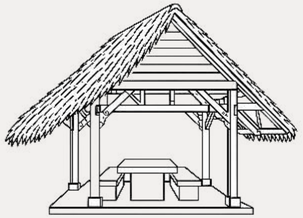
The key themes have been informed by the traingulation of data heard and gathered during workshops and the online survey.











### 01 Building Condition & Space Utilisation

+ Overall building condition is poor and degraded, with some labs and classrooms currently undergoing internal upgrades.
+ Fire and safety risk is a concern due to limited building separation and a steeply sloping site with a single exit point.
+ Air-conditioning is not functioning adequately in most buildings.
+ Toilets are inadequate and poorly maintained, drinking water access is limited, and kitchen facilities for staff are minimal.

### 02 Learning & Teaching Environments

+ The library is the core study and resource space and would benefit from increased individual and group study capacity.
+ Seminar rooms are undersized and have limited AV/IT infrastructure
+ External study spaces are in high demand, but lack amenities such as shade and inclement weather protection
+ Computer lab availability is low relative to student density.
+ A large marquee at the campus entrance serves as a temporary study space, highlighting a chronic shortage of gathering and study areas.

### 03 Student Experience

+ External food vendors operate at the campus edge but without seating or connection to campus life.
+ There are no passive or active recreation spaces on campus, though a commercial gym on the entry road offers paid access to students and staff.
+ Relocation of staff activities to KGVI campus has created vacant buildings on campus that could be temporarily considered for student use.

### 04 Arrival, Movement & Transport

+ The tightly packed building arrangement creates uncomfortable movement patterns with no defined campus heart.
+ The campus has no formal parking and its entry lacks presence from the main road.
+ Students predominantly arrive by bus.
+ The central Honiara location is an advantage for accessibility, particularly for postgraduate students seeking a place to study beyond scheduled classes.

### 05 Cultural & Architectural Context

+ The Fale/Custom House/leaf house structures at the campus core, together with carved totems, provide a rich cultural setting that is highly valued and well used by students.
+ The steeply sloping site makes larger fale structures toward the top of the hill less accessible, despite being more comfortable study spaces than the temporary marquee at the entrance.

### 06 University Residences

+ Currently no housing available. To be considered in the master planning process.

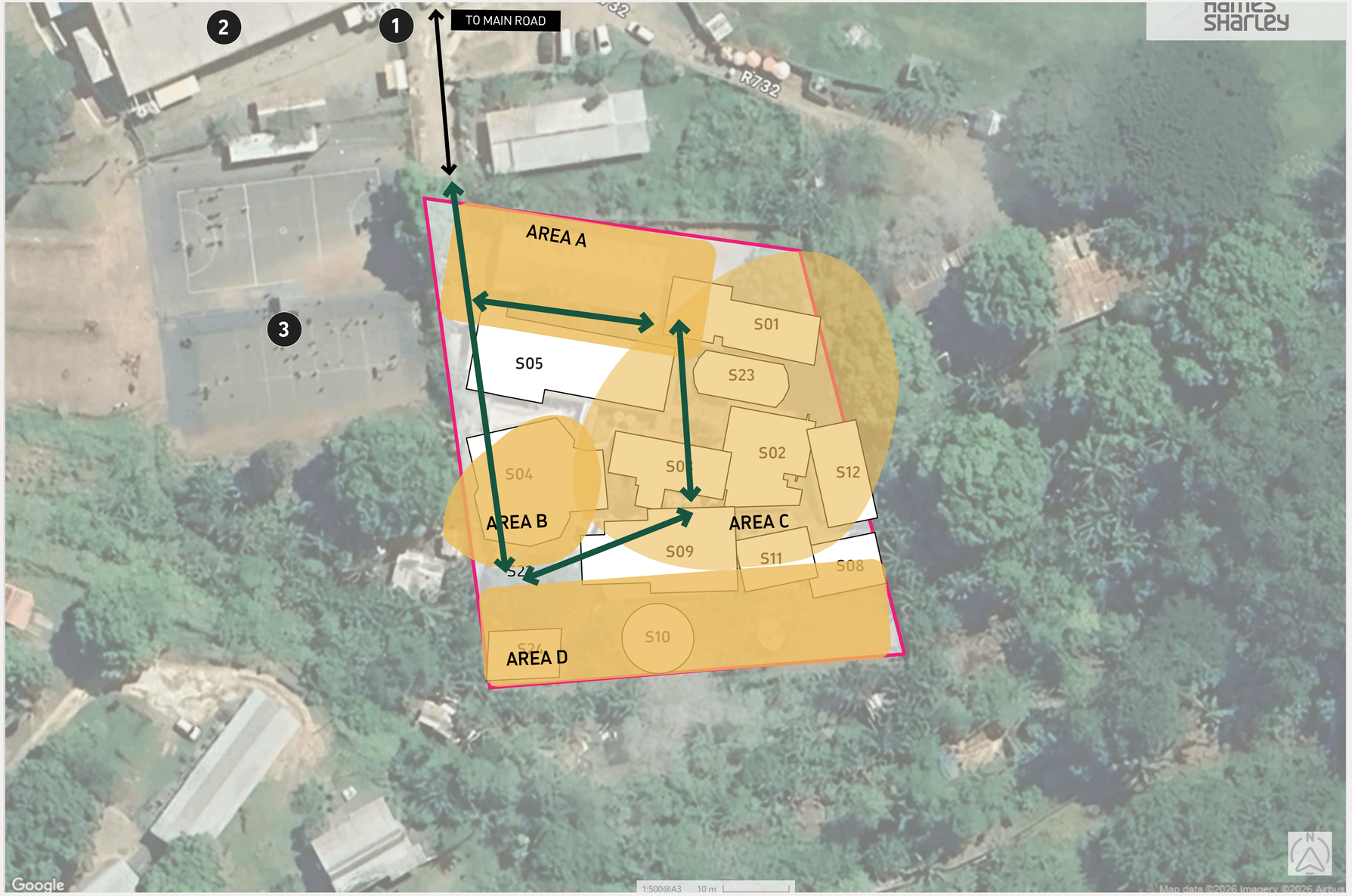
# Spatial Implications

## Lawson Tama Campus

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 master planning for the Lawson Tama Campus should address:

+ **AREA A:** Currently poor arrival experience no secure parking. Temporary marquee in place that overheats. Needs improved arrival experience with a permanent shelter for students, staff, and visitors to campus.
+ **AREA B:** Student hub located here. No rooms for group study despite a need for these spaces. Opportunity for spaces that enable this.
+ **AREA C:** Administration has been moved from this campus and there was an underutilisation of these spaces. Building condition poor. Explore potential for demolition.
+ **AREA D:** Fale's are well utilised but poorly serviced with no food or toilets nearby. Steepy sloped land unsuited to new development.




**LEGEND**

| | |
|---|---|
| | Master Plan Extents |
| | Informal Access Road |
| | Key Connections |
| | Campus Building |
| 1 | Local Vendors to the North |
| 2 | Neighbouring Primary School |
| 3 | Neighbouring School Sports Courts (not accessible to USP) |
| S01 | Admin Office & Student Academic Services |
| S02 | Science Lab |
| S03 | Staff Room & Toilets |
| S04 | Library |
| S05 | Computer Lab, Bookshop & Offices |
| S08 | Office Block |
| S09 | Lecture Theatre |
| S10 | Fale |
| S11 | Study Area in Undercroft |
| S12 | Tutorial Room |
| S15 | Security Hut |
| S22 | Reading Room |
| S23 | Fale (Student Study Space) |
| S24 | Fale (Student Study Space) |

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# Next Steps & Decisions Required

## Lawson Tama Campus

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

| TASK | RESPONSIBLE | DETAIL |
|---|---|---|
| **Determination on future needs of teaching spaces on this campus** | USP/HS support | Hames Sharley initial thoughts are this site requires redevelopment with many buildings not fit for purpose. It would be well suited for student accommodation due to central location and green aspects. with a complementary study hub. This key move would consolidate teaching classrooms, academic offices and student services at the KG6 campus.<br>USP to determine if this approach is appropriate to take forward with the master planning. The existing buildings are highly constrained due to poor existing condition and insufficient separation between buildings for fire safety. |
| **Demolition process investigated** | USP | University to determine process and contractors for the demolition of buildings at end of life on campus.<br>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.<br>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 campus for both staff and students. |

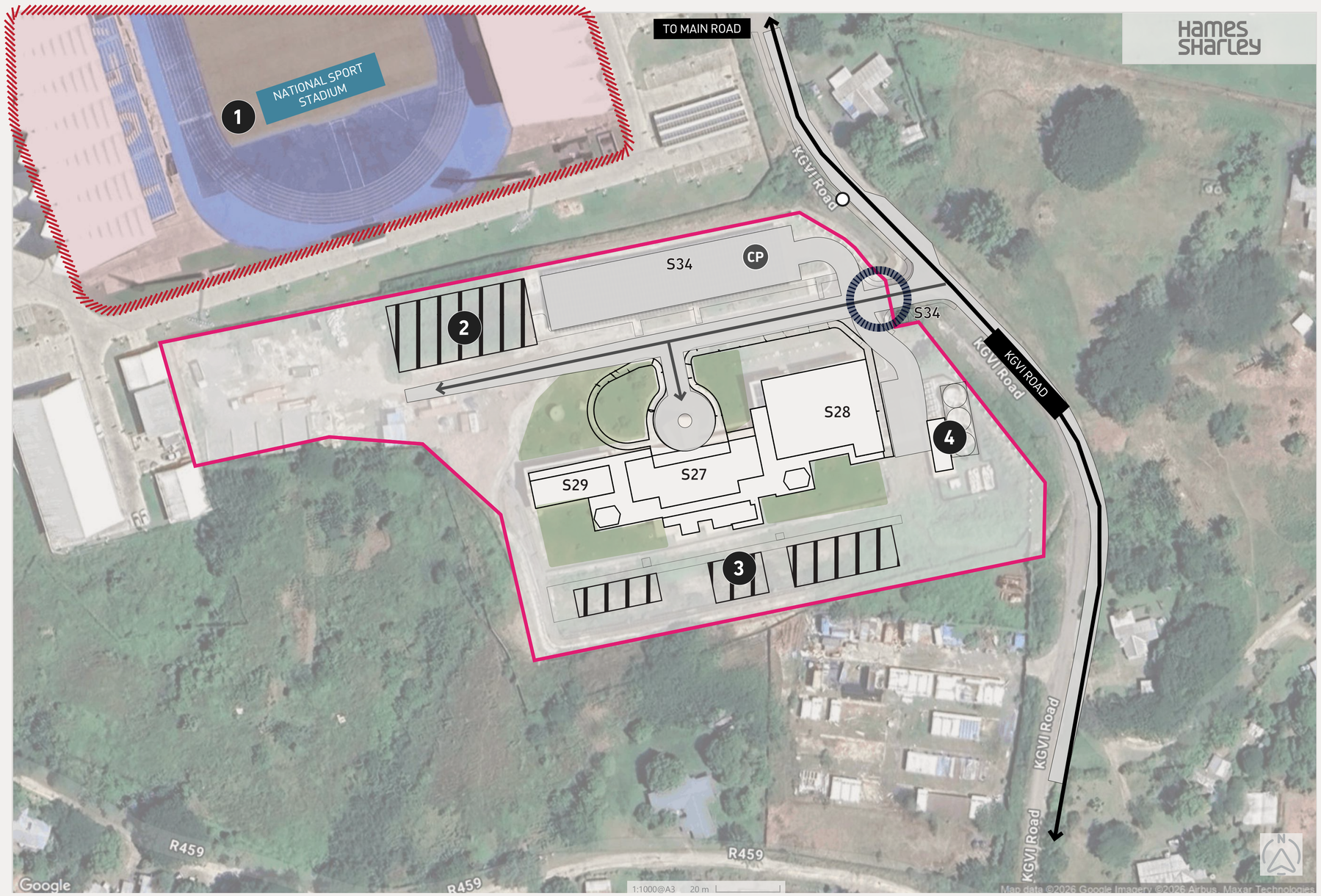


# KG6 Campus

## Campus Context

The King George VI (KGVI) Campus at Honiara, was officially opened in October 2024 and is the newest campus of those included in the master planning project. This campus the culmination of nearly 20 years of planning, and financed by an Asian Development Bank concessional loan. The campus was developed on the former King George VI School grounds, approximately 4km east of Lawson Tama.

Campus key features include classrooms, an ICT studio, science laboratories, and a solar-powered system designed to meet 75% of the campus's energy needs. KG6 represents a significant change in USP's physical presence in the Solomon Islands, and is now the primary campus for most programmes and student services.




**LEGEND**

| | |
|---|---|
| Master Plan Extents | |
| Primary Road | |
| Shared Access Road | |
| Bus Stop (Informal) | |
| Campus Building | |
| Open Space | |
| 1 | National Sports Stadium with no connection or shared facilities with campus |
| 2 | Proposed Stage 2 Building |
| 3 | Proposed Stage 2 Building |
| 4 | Utilities |
| CP | Car Park |
| S27 | Classrooms |
| S28 | Admin, Offices, Classrooms |
| S29 | Classrooms |
| S34 | Car park and open air study area below solar panel roof structure |

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# Site Observations

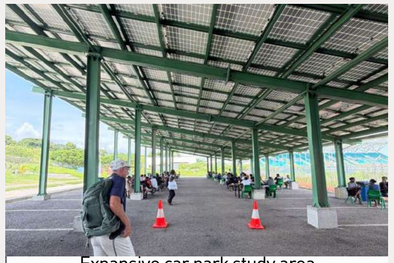
## Photo Study


Aerial of KG6 Site (Source: USP)


Formal campus entry though with minimal signage


Cultural architectural elements reflecting Solomon Islands


Car park study area is a popular location

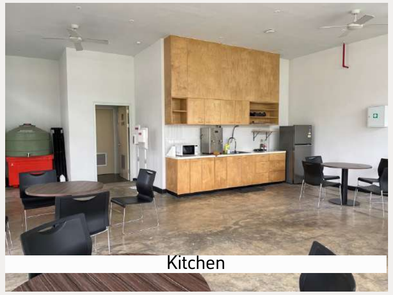

Expansive car park study area


Cultural mural reflecting Solomon Islands


Cultural architectural elements reflecting Solomon Islands

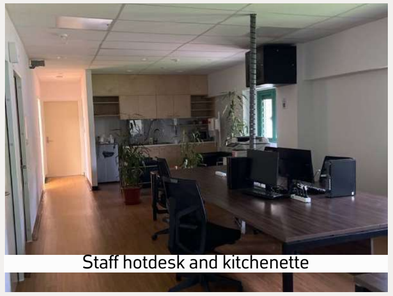

Upper level walkway, students on floor studying due to powerpoint access


Library study spaces well utilised


Kitchen


Typical classroom


Small study fale

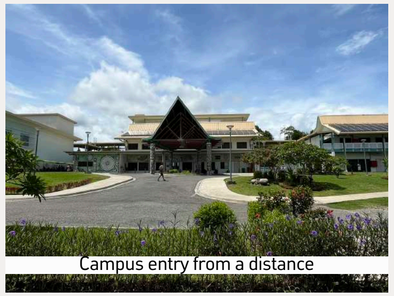

Staff hotdesk and kitchenette


National Stadium seen in distance though no connection or accessibility by USP staff or students


Generators and back of house infrastructure


Undercroft study area

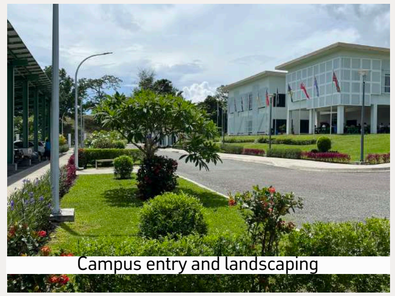

S28 and undercroft area near future heart of campus


Campus entry from a distance


No link between USP and National Stadium facilities


Small study fale

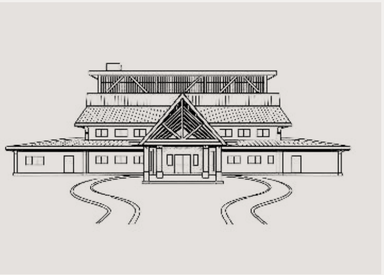

National Stadium in the distance


Campus entry and landscaping

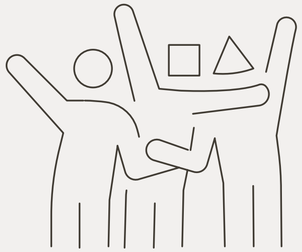
# Key Engagement Themes

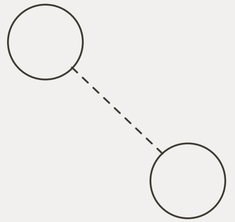
## KG6 Campus

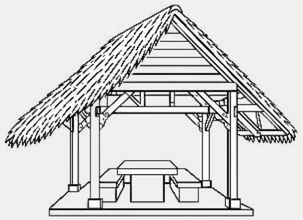
The key themes have been informed by the traingulation of data heard and gathered during workshops and the online survey.













### 01 Building Condition & Space Utilisation

+ Buildings are new and in good condition.
+ Covered walkways linking buildings are a positive feature but lack furniture, leading students to study on the ground or in hallways. These locations are appealing due to powerpoint availability.
+ Toilet numbers are inadequate relative to the student population.
+ Stage 2 development is planned on the hill behind existing buildings.

### 02 Learning & Teaching Environments

+ Classroom spaces are of modern standard with good technology and furniture.
+ The library is heavily used, with the Pacific Collection an important cultural inclusion.
+ Group study rooms exist but are too small and lack glazing for passive surveillance.
+ A QR code booking system could open up underutilised classrooms for individual and group study.

### 03 Student Experience

+ A lack of shade trees near buildings reduces outdoor comfort.
+ The carpark overflow area is used informally for study, highlighting a shortage of dedicated study spaces. This makeshift study space lacks adequate lighting, cooling, and wifi.
+ Extending outdoor seating to complement the planned cafeteria will improve spaces for students to meet and dwell.
+ There is desire for a gym or shared access to the adjacent stadium.

### 04 Arrival, Movement & Transport

+ Signage and wayfinding improvements at the campus entry and roundabout are needed.
+ Students primarily use side entrance to access the campus.
+ Views to the adjacent stadium are currently blocked by the carpark but represent an exciting opportunity for future shared recreation facilities.

### 05 Cultural & Architectural Context

+ Some artwork and patterned screens are present at entry and upper levels, but the campus whilst being new, retains a degree of sterility.
+ Wall murals, shade structures, and planting could increase vibrancy.

### 06 University Residences

+ Currently no housing available. To be considered in the masterplanning process.

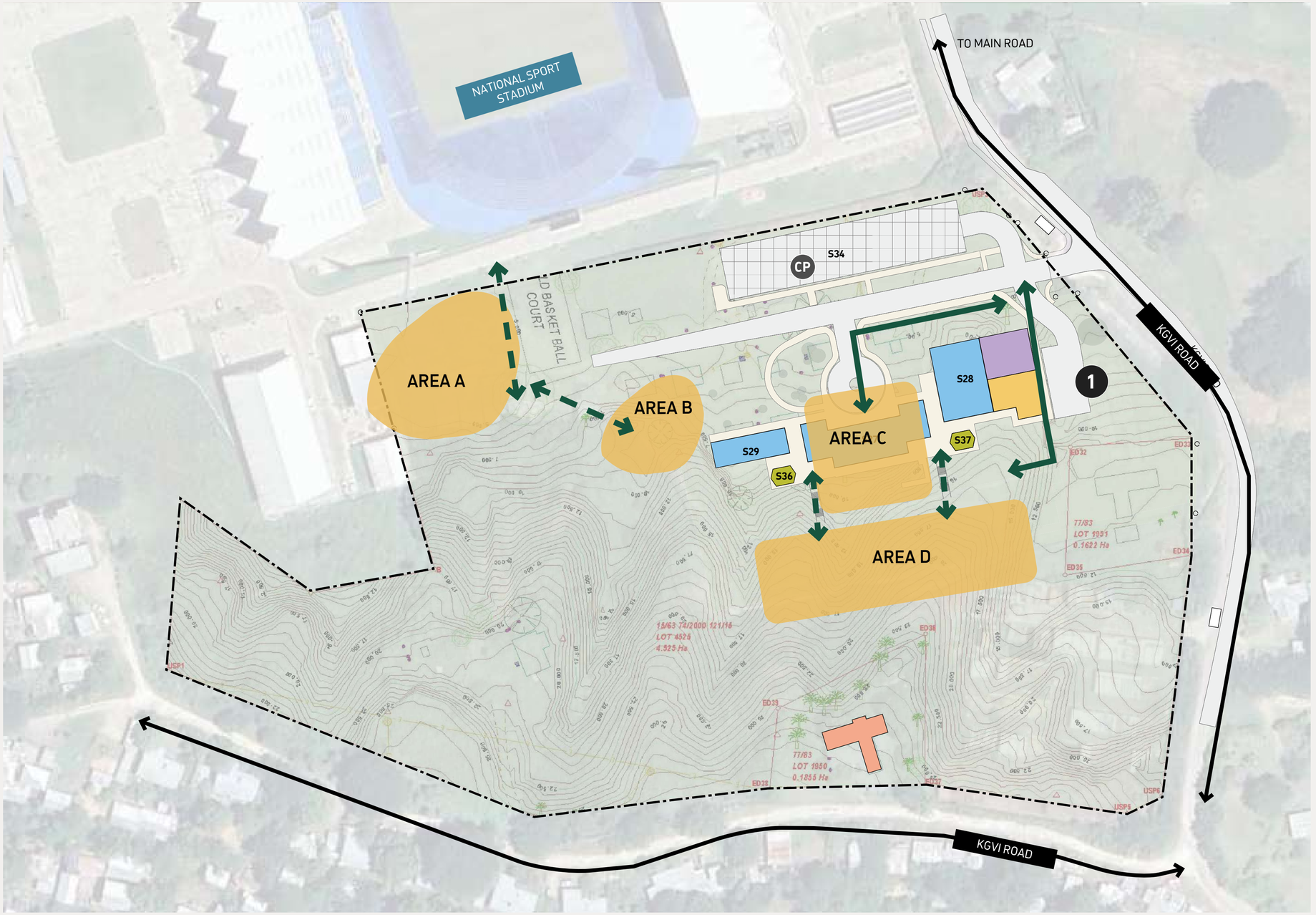
# Spatial Implications

## KGVI Campus

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 KGVI Campus should explore:

+ AREA A: Potential KGVI gym location & opportunity for stadium for co-use of facilities connection.
+ AREA B: Ceremonial space opportunity
+ AREA C: Better signage and wayfinding at entry. More shade structures and furniture to support food and bookshop offer. Student Hub.
+ AREA D: Expansion area for additional learning and teaching facilities - Stage 2 of KGVI development plans.
+ Potential for additional storage, study spaces, and dedicated post-graduate spaces.




**LEGEND**

| | |
|---|---|
| Master Plan Extents | |
| Primary Road | |
| Campus Building | |
| Open Space | |
| Key Connections | |
| Desired Future Connections | |
| 1 | Utilities |
| CP | Car Park |
| S27 | Classrooms |
| S28 | Admin, Offices, Classrooms |
| S29 | Classrooms |
| S34 | Car park and open air study area below solar panel roof structure |
| | Academic Offices |
| | Administrative Offices |
| | Learning & Teaching (lectures and tutorial rooms) |
| | Fale / Outdoor Study |

1:1000 @ A3

# Next Steps & Decisions Required

## KGVI

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

| TASK | RESPONSIBLE | DETAIL |
|---|---|---|
| **Partnership with National Stadium Investigated** | USP | University to seek shared use of facilities at the National Stadium. This will support improved student recreation facilities and avoids USP investments in infrastructure that already exists, |
| **Assessment of Stage 2 KGVI development & consideration of both campuses together for overall outcomes** | HS / USP | Hames Sharley to assess existing plans for campus expansion. Master plan to work in tandem with Stage 2 redevelopment plans for KG6 to improve student experience.<br>Space utilisation at KGVI is observed to be low compared with Lawson Tama. KGVI to have a learning and teaching delivery focus.<br>In master planning for USP Solomon Islands, provide rationale and complementary approach for the two campuses so that investments are delivered and staged for best outcomes for learning and teaching. |
| **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.<br>The master plan will explore a combination of quick wins as well as more substaintial investment projects that are worthwhile to achieve long term effective, efficient and enjoyable use of the 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

STUDENT PARTICIPANTS FOR USP SOLOMON MASTER PLANNING STAKHOLDER ENGAGEMENT.

Date: Friday 20th March 2026
Time: 2 – 4pm
Venue: ~~USP KG Campus Boardroom~~ S29-002 KG Campus

| | Student | Student ID | Email | Signature |
|---|---|---|---|---|
| 1 | Watson Luito | | | |
| 2 | Gladys Martino | S11128632 | @student.usp.ac.fj | |
| 3 | Jimmy Mauga | S11166214 | S[illegible]@student.usp.ac.fj | |
| 4 | Damian Mani Yammes | S11191917 | S11191917@student.usp.ac.fj | |
| 5 | Japheth Kabasi | S11201489 | Japheth.S11[illegible] | |
| 6 | Mary Ahupata | S11166591 | S11166591@student.usp.ac.fj | |
| 7 | Samuel Pinu | S11164989 | samuelpinu@gmail.com | |
| 8 | Johnson Honimae Jnr | S11200824 | [illegible] | |
| 9 | Keithy Oeta | S11150879 | @student.usp.ac.fj | |
| 10 | Cealia Vasuni | S11202550 | S11202550@student.usp.ac.fj | |
| 11 | Rosida Laufiu | S11226637 | S1122[illegible]@student.usp.ac.fj | |
| 12 | John steven Maurista | S11152819 | | |
| 13 | Scottreed Robert | S11242160 | | |
| 14 | Laoriko Rove | S11225812 | S11225812@student.usp.ac.fj | |
| 15 | Peter Lafuota | S11202581 | | |
| 16 | Triestino Maega | S11104576 | | |
| 17 | Mathias Lee | S11116023 | S11225832@student.usp.ac.fj | |
| 18 | David Mendana | S11225832 | | |
| 19 | Rolland Nicekson | S11178046 | | |
| 20 | Jeffery Lehemana | S11178826 | S11178826@student.usp.ac.fj | |
| 21 | Olga Toata Jnr | S00004297 | @student.usp.ac.fj | |
| 22 | Bronty Takika | S11140742 | @student.usp.ac.fj | |
| 23 | Ennie Ilabae | S11191139 | S1119113[illegible]@student.usp.ac.fj | |
| 24 | Patrick Ben Lakwai | S11054189 | S11054189@student.usp.ac.fj | |
| 25. | Yesmina Toroali | S11226938 | ~~S11226938~~ @student.usp.ac.fj | |

## STAFF

STAFF PARTICIPANTS FOR USP SOLOMON MASTER PLANNING STAKEHOLDER ENGAGEMENT.

Date: Friday 20th March 2026
Time: ~~2 – 4pm~~ 10am – 12pm
Venue: USP KG Campus ~~Boardroom~~ S29-002

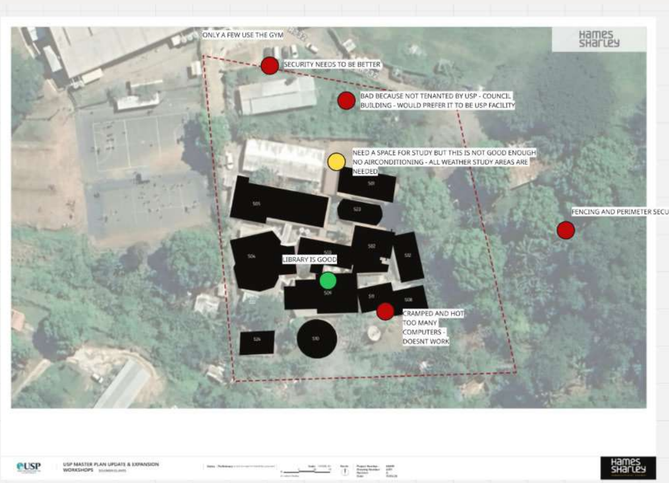
| | Staff | Department | Email | Signature |
|---|---|---|---|---|
| 1 | Jonah Sogote'e | Finance | | |
| 2 | Learina Vagara | Finance | learina.vagara@usp.ac.fj | |
| 3 | Lucy Bobogare | Finance | lucy.bobogare@usp.ac.fj | |
| 4 | Sally Salu | SAS | Sally.salu@usp.ac.fj | |
| 5 | Arthur Reginal | E&I | | |
| 6 | Kaloriko Behulu | Directorate Office | Kaloriko.behulu@usp.ac.fj | |
| 7 | Dr. Jack Maebuta | IOE | | |
| 8 | George Gui | Bookshop | george.gui@usp.ac.fj | |
| 9 | Newman Davies | E&I | | |
| 10 | Christina Mekab | Directorate Office | Christina.mekab@usp.ac.fj | |
| 11 | Lillian Kaforau | PTAFE | Lillian.Kaforau@usp.ac.fj | |
| 12 | Primo Ugulu | PTAFE | primo.ugulu@usp.ac.fj | |
| 13 | Prettia Boso | IOE | prettia.boso@usp.ac.fj | |
| 14 | Tony Dadalo | Library | tony.dadalo@usp.ac.fj | |
| 15 | Dr. Wilson Maeaba | SAGEONS | wilso.maeaba@usp.ac.fj | Zoom |
| 16 | John Peniop | Lata Center | John.peniop@usp.ac.fj | Zoom |
| 17 | Eric Una | ITS | eric-una@usp.ac.fj | |
| 18 | Florence Auma | CVET | florence.[illegible]@usp.ac.fj | |
| 19 | | | | |
| 20 | | | | |

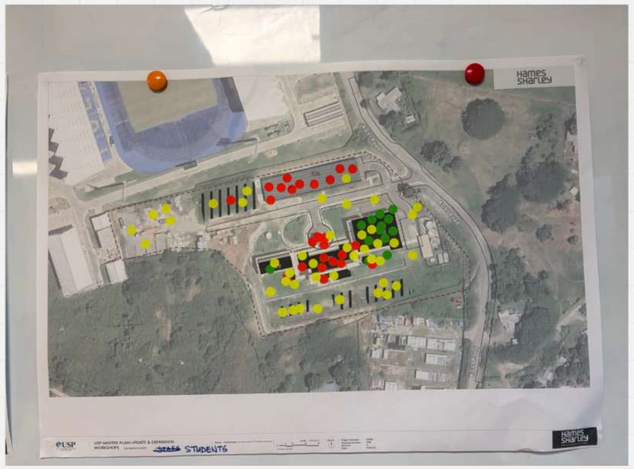
# 2.0 Workshop Mapping & Activities

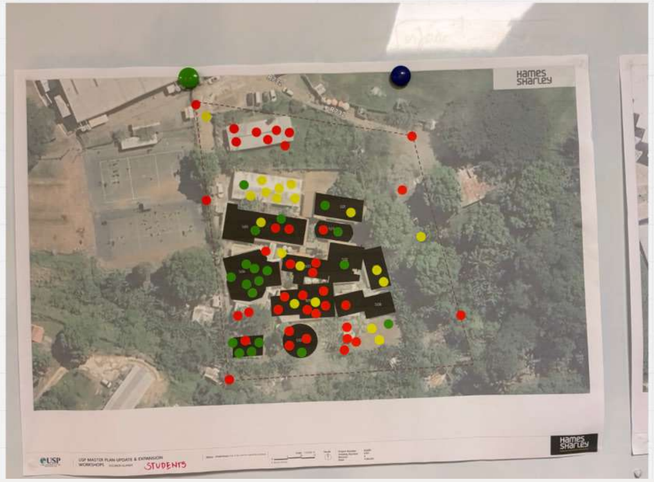
## Students

### Mapping Activity 1 - Place Assessment

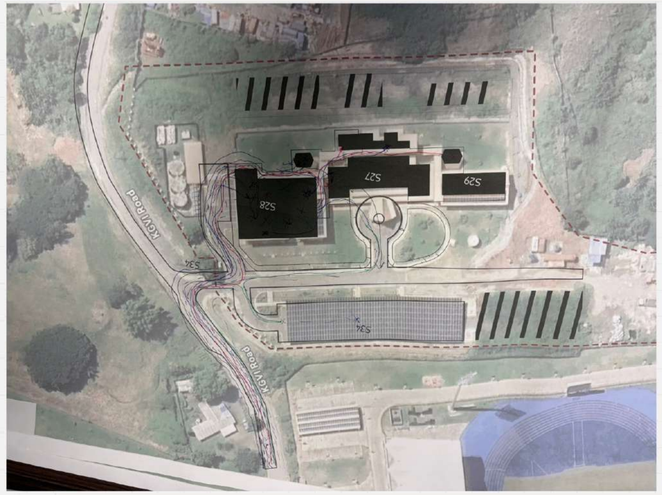


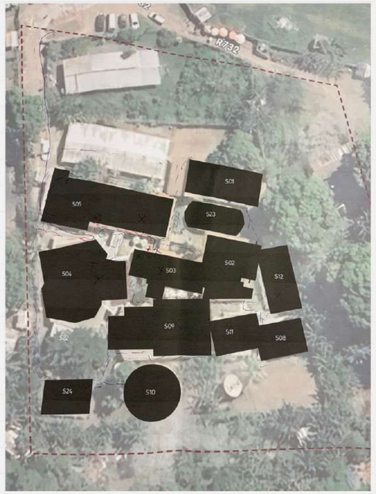




### Mapping Activity 2 - Movement Patterns



# 2.0 Workshop Mapping & Activities

## Students

### In one word, how does this campus make you feel?

LIKE THE ENVIRONMENT BOTH INDOOR AND OUTDOOR FACILITIES

COMPARISON - KG6 ACTUALLY FEELS LIKE A UNIVERSITY - IT MAKES ME PROUD AND I FEEL OWNERSHIP- I FEEL PROUD WHEN I TRAVEL ON PUBLIC TRANSPORT AND PEOPLE SEE ME ENTERING USP KG6

LAWSON TAMA DOES NOT FEEL THE SAME

USP MASTERPLAN_STAFF WORKSHOP

### Cross-Campus Alignment

What must be consistent across all USP campuses?

What should remain unique to this campus?

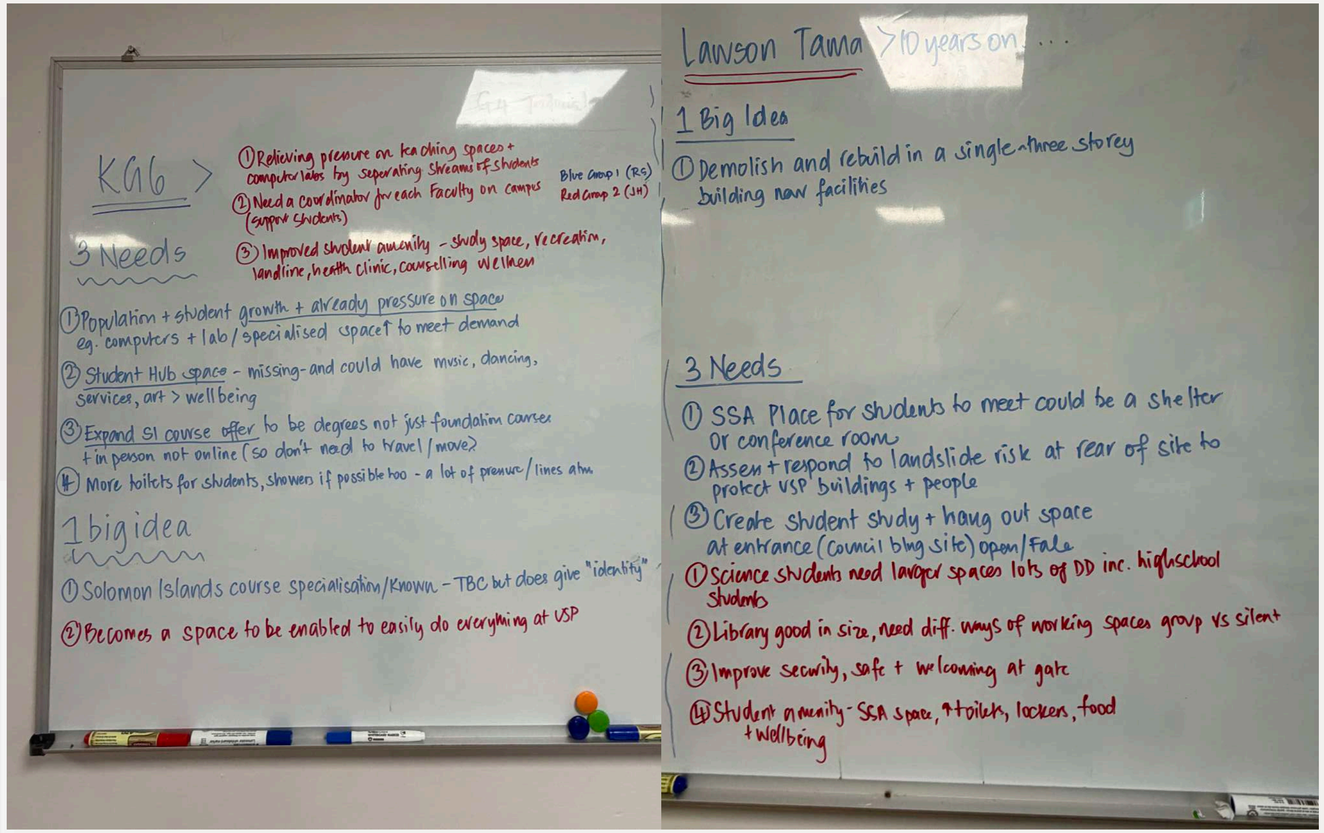
USP PROUD TO IDENTIFY WITH THE BRAND - WEAR USP MERCHANDISE

DRESS CODE - WOULD BE HAPPY TO WEAR A T-SHIRT / BACKPACKS - THEN WE KNOW PEOPLE ON CAMPUS ARE FROM USP

FACULTY COLOURS / SCHOOLS I.E. BUISINESS BLUE / LAW YELLOW

USP BRANDED SHUTTLE BUS - BETWEEN CAMPUS

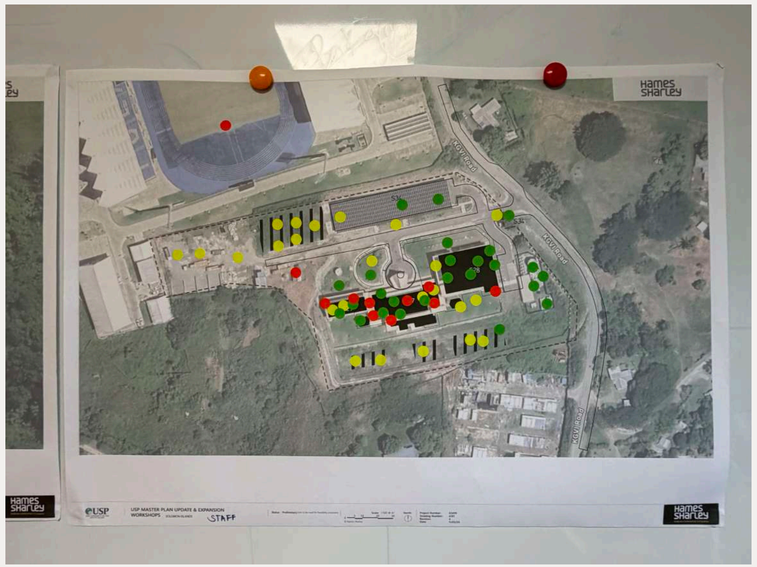
Students voted on their highest priority needs

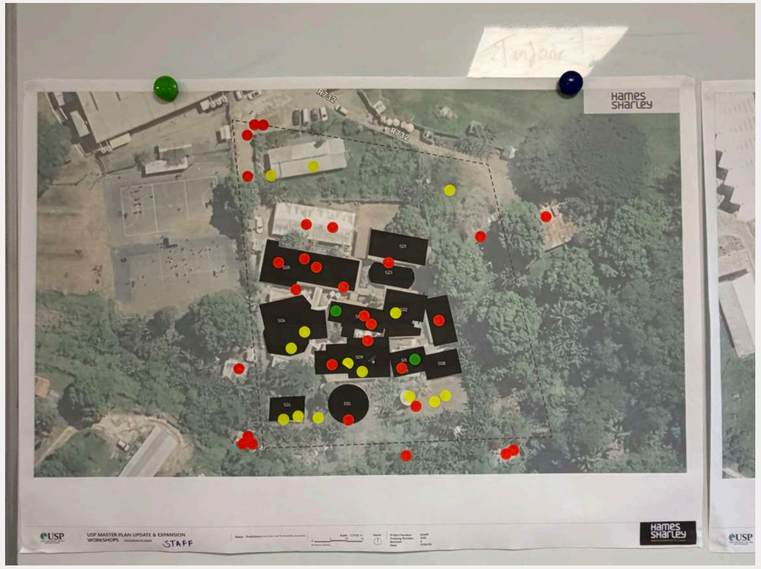


# 2.0 Workshop Mapping & Activities

## Staff

### Mapping Activity 1 - Place Assessment



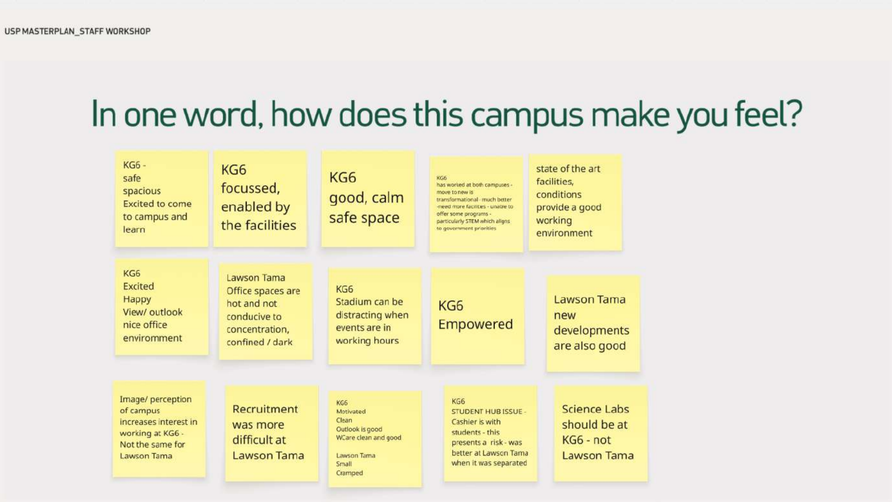

### Mapping Activity 2 - Movement Patterns






# 2.0 Workshop Mapping & Activities

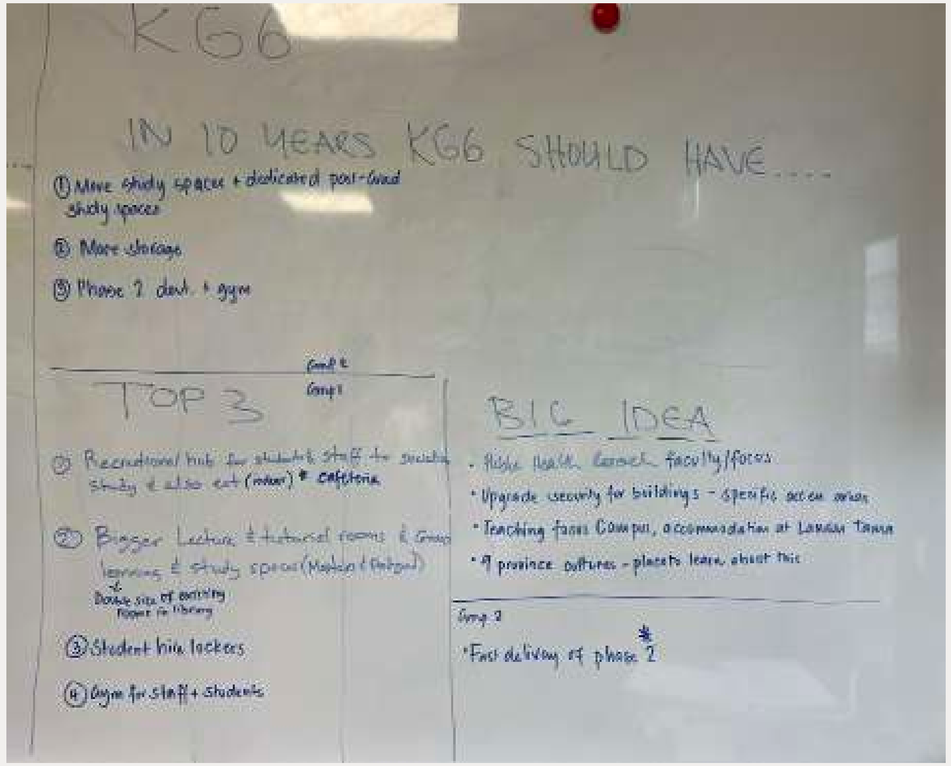
## Staff







Staff voted on their highest priority needs



# 3.0 Workshop Slides

ARCHITECTURE
INTERIORS
URBAN DESIGN
PLANNING
LANDSCAPE

## USP Masterplan

STAFF WORKSHOP

MARCH 2026

USP THE UNIVERSITY OF THE SOUTH PACIFIC

Hames Sharley

USP MASTERPLAN_STUDENT WORKSHOP

## Agenda

| | | |
|---|---|---|
| **Part 1** | Welcome & Context | 20 minutes |
| **Part 2** | Mapping Activity<br>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 |

USP MASTERPLAN_STAFF WORKSHOP

## Introductions

HALO



**Jessika Hames**
Director | Education Lead
HAMES SHARLEY



**Rebecca Spencer**
Senior Associate
HAMES SHARLEY



**Who do we have in the room today?**

USP MASTERPLAN_STUDENT WORKSHOP

## 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

USP MASTERPLAN_STUDENT WORKSHOP

## 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_STAFF WORKSHOP

# What Are We Hearing So Far?

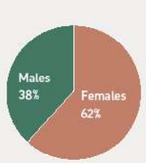
SOLOMON ISLANDS

+ Only 5 responses so far, 80% staff, 20% students.
+ Travel to campus by bus is common (100%).
+ What makes the campus special? "It truly understands and reflects Pacific values, culture, and realities" "State of the art facilities"
+ Campus is mainly used for work and classes/teaching.
+ What is valued about the campus? It is good for learning or working and is well maintained.
+ The library (S28 Building) and S29 (quiet and clean) work well.
+ Future needs - "Make the enrollment in science more attractive by building more class-rooms and science Laboratories for academic and research purposes."
+ Future need for flexible learning & student wellbeing and quiet spaces.
+ "Industry incubator hub"

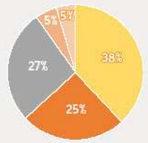



USP MASTERPLAN_STUDENT WORKSHOP

# USP Demographics

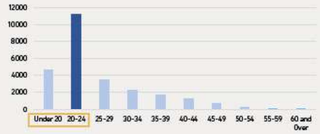



Mode of Study




Face to face
Blended
Online
Print
School Base

Age of Students




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

USP MASTERPLAN_STAFF 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

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

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## Part 2 - Mapping Activity (30min)

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## 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.

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## Part 3 - Future Campus Vision (50min)

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## 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!

Have your Say: USP Master Planning




## Thank you.

# 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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