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# Evaluating Universal Design 

## Exploring Methodologies for Rating Universal Design Qualities in Buildings



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# APPENDIX A : Universal Design Principles and Goals 

The Principles of Universal design (CUD, 1997)

## Principle 1: Equitable Use

The design is useful and marketable to people with diverse abilities.

## Guidelines:

1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.

1b. Avoid segregating or stigmatizing any users.
1c. Provisions for privacy, security, and safety should be equally available to all users.

1d. Make the design appealing to all users.

## Principle 2: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

## Guidelines:

2a. Provide choice in methods of use.
2b. Accommodate right- or left-handed access and use.
2c. Facilitate the user's accuracy and precision.
2d. Provide adaptability to the user's pace.

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

## Guidelines:

3a. Eliminate unnecessary complexity.
3b. Be consistent with user expectations and intuition.
3c. Accommodate a wide range of literacy and language skills.
3d. Arrange information consistent with its importance.
3e. Provide effective prompting and feedback during and after task completion.

## Principle 4: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

## Guidelines:

4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

4b. Provide adequate contrast between essential information and its surroundings.

4c. Maximize "legibility" of essential information.
4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

## Principle 5: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

## Guidelines:

5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

5b. Provide warnings of hazards and errors.

5c. Provide fail safe features.
5d. Discourage unconscious action in tasks that require vigilance.

## Principle 6: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

## Guidelines:

6a. Allow user to maintain a neutral body position.
6b. Use reasonable operating forces.
6c. Minimize repetitive actions.
6d. Minimize sustained physical effort

## Principle 7: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

## Guidelines:

7a. Provide a clear line of sight to important elements for any seated or standing user.

7b. Make reach to all components comfortable for any seated or standing user.

7c. Accommodate variations in hand and grip size.
7d. Provide adequate space for the use of assistive devices or personal assistance.

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## Sanford's suggested Revisions to the Principles of Universal Design

(Sanford, 2009)

## Principle One: Equitable Use and Appeal:

The design is useful and marketable to people with diverse abilities.

## Guidelines

1a. Provide the same outcome(s) for all users.
1b. Provide opportunity for concurrent use by all users.
1c. Provide the same opportunities for privacy for all users.
1d. Provide the same opportunities for safety/security for all users.
1e. Is equally suitable for use by all users.
1f. Would be in demand by any individual.

## Principle Eight: Social Integration:

The design provides opportunities for individuals to participate in activities with others.

## Guidelines

8a. Enables engagement in activities when wanted or needed.
8b. Enables engagement in activities where wanted or needed.
8c. Enables engagement in activities with whom is desired or needed.

## Principle Nine: Contextual Integration:

The design is compatible with the context.

## Guidelines

9a. Design is not stigmatizing.
9b. Looks, feels, smells, and sounds like it is an integral part of the overall design.

# Appendix A <br> The Goals of Universal Design (Steinfeld \& Maisel, 2012) 

Support for Activities:

- Body fit - Accommodating a wide a range of body sizes and abilities
- Comfort - keeping demands within desirable limits of body function and perception
- Awareness - insuring that critical information for use is easily perceived
- Understanding - making methods of operation and use intuitive, clear and unambiguous

Support for Quality of Life

- Wellness - Contribution to health promotion, avoidance of disease, and prevention of injury

Support for Social Participation:

- Social integration - treating all groups with dignity and respect
- Personalization - incorporating opportunities for choice and the expression of individual preferences
- Appropriateness - respecting and reinforcing cultural values and the social and environmental context of any design project.


## Erlandson Universal Design Principles

(Erlandson, 2007, p. 67)

## 1. Ergonomically sound principle

The physical demands associated with the use of an entity must be within acceptable limits for a wide range of users.

Design Strategies

- Design to avoid ergonomic risk factors
- Design for a wide range of body sizes and shapes
- Design for ease of use


## 2. Perceptible principle

Designed entities must effectively communicate necessary information to the user, regardless of ambient conditions or the user's sensory abilities.

Design Strategies

- Provide multisensory options for communications between a person and the process or product
- Design signals so as to maximize the signal-to-noise ratio
- Provide the ability for a person to increase or decrease the signal strength so as to increase the signal-to-noise ratio
- Provide sufficient contrast between signals and background ambient conditions so that most people will be able to perceive the signal and the message conveyed by the signal
- Keep the signaling structure and content as simple as possible
- Design entities so that a user can accurately acquire a target


## 3. Cognitively sound principle

The cognitive demands of designed entities must be within acceptable limits for a wide range of users.

Design Strategies

- Build knowledge into the designed entity or environment


## Appendix A

- Provide messages in a language and format that the people using the process or product will understand
- Reduce the operational complexity of the entity
- Use universal design for learning strategies developed by CAST for training or educational activities


## 4. Flexible principle

Design products, systems, and environments with enough flexibility so that they can be used and experienced by people of all abilities, to the greatest extent possible, without adaptations.

Design Strategies

- Provide the user with choices
- Provide adjustability and mobility
- Build flexibility into service delivery systems and work processes


## 5. Error-managed (proofed) principle

Entities must be designed so that they support doing the right thing. It is important to create a design wherein errors can be managed.

Design Strategies

- Use a three-staged approach to error-proofing


## 6. Efficient principle

Designed entities need to be efficient in that they have reduced as much of the non-value-added activities as possible and/or is reasonable. In kaizen terms, one would say muda elimination. Muda means waste in Japanese; however, "the implications of the word include anything or any activity that does not add value".

Design Strategies

## Appendix A

- Reduce or eliminate non-value-added activity (NVAA)


## 7. Stable and predictable principle

Design ențities to reduce common cause variation. That is, design entities to be stable and predictable so that users can expect performance that supports the desired activity.

Design Strategies

- Work to establish national and international standards for products, processes, and services so as to reduce their common cause variability.
- Reduce the common cause variability associated with the person's interaction with the product or process.
- Reduce common cause variability using quality control and reliability engineering techniques to ensure proper functioning of the product.
- Reduce common cause variability associated with process use, this includes work-related processes as well as service operations.


## 8. Equitable principle

Universally designed entities should be equitable; that is, the entities should provide the same means of use for all users: identical whenever possible and equivalent when not possible. The products and processes should avoid segregating or stigmatizing any users, making the design appealing to all users.

Design Strategies

- Design entities that are age and context appropriate
- Design entities that are aesthetically pleasing
- Design entities that are competitively priced
- Market the entity for as broad a demographic and socioeconomic base as reasonable and possible


## APPENDIX B : Universal Design

## Building Rating Instrument

## Universal Design

## Builiding Rating Instrument

INTRODUCTIONContent \& CodingPART 1.Approaching
PART 2. Entering
PART 3. Circulating
PART 4.Changing LevelPART 5.Facilities

## INTRODUCTION

This document contains the tools required to utilise the Universal Design Building Rating Instrument (UDBRI).

The 6 parts of this document each address a setting on the travel chain to and through a building. Within each setting are questionnaires which relate to building features that are characteristic of these settings. When applied in a building, the requirements that these questions address produce a universal design rating for each building feature. They also produce ratings for three building indicators and twenty four user circumstance indicators.

Reference is also made throughout the UDBRI to corresponding classifications within the Omniclass tool.

A number of literature sources have been referred to during the design of the UDBRI, many of which have been referred to in abbreviated form as source material for the answers that appear throughout the instrument. These are as follows:

- The CEUD/NDA Building for Everyone: A Universal Design approach (2012)(referred to in the UDBRI as "BfE")
- The Irish Department of the Environment, Heritage and the Gaeltacht's Irish Building Regulations Part M: Access and Use - Technical Guidance Document (DoEHGL, 2010) (referred to in the UDBRI as "M")
- The Danish Building Regulations BR10 Section 3 (2008)(referred to in the UDBRI as "BRD")
- The Norwegian Standard NS 11001 Universal Design of building works, Part 1 Buildings open to the public (referred to in the UDBRI as "UDN")
- The British Standards BS8300 Design of buildings and their approaches to meet the needs of disabled people (BSI, 2009) (referred to in the UDBRI as "BS")
- The International Standard Organization's 21542 Building construction - Accessibility and usability of the built environment (referred to in the UDBRI as "ISO")


## Appendix B

- The Canadian London, Ontario 2007 Facility Accessibility Design Standard, London, Ontario, Canada (referred to in the UDBRI as "LO")
- The Metric Handbook: Planning and Design Data, by David Adler.
- BodySpace: anthropometry, ergonomics, and the design of work, by Pheasant and Haslegrave and (2003)

The user circumstance indicators are applied through coding specific questions, based on which user circumstances are applicable. The codes are abbreviations of the following user circumstances:

| Circumstance Category | UDBRI Code | User Circumstance |
| :---: | :---: | :---: |
| Sensory | s1p | Mild to severe difficulties of Vision functions |
| Sensory | s1f | Total difficulty of Vision functions |
| Sensory | s2p | Mild to severe difficulties of Hearing functions |
| Sensory | s2f | Total difficulty of Hearing functions |
| Sensory | s3 | Mild to total difficulty of Touch functions |
| Sensory | s4 | Mild to total difficulty of Taste or Smell functions |
| Sensory | s5 | Mild to total difficulty of balance function |
| Physical | p1 | Mild or total difficulty in carrying, moving and handling objects |
| Physical | p2 | Mild to total difficulty moving or walking |
| Physical | p3 | Mild to total difficulty with Exercise Tolerance functions |
| Physical | p4 | Mild to total difficulty with Voice and Speech functions |
| Physical | p5h | Concerning the divergent height of users |
| Physical | p5w | Concerning the divergent width of users |
| Physical | p6 | Mild to total difficulty with Urinary and Defecation functions |
| Cognitive | c1 | Mild to total difficulty with Intellect functions |
| Cognitive | c2 | Mild to total difficulty with Memory functions |
| Cognitive | c3 | Mild to severe difficulty with Language Functions |
| Cognitive | c4 | Mild to total difficulty Receiving Written Messages |
| Allergy | a1 | Mild to total difficulties with Contact allergies |
| Allergy | a2 | Mild to total difficulties with Food allergies |
| Allergy | a3 | Mild to total difficulty with Respiratory allergies |
| General | d1 | Improved Experience |
| General | d2 | crowd/social experience |

The building indicators are applied by grouping questions in each building feature. Consequently each questionnaire is split into three sections: accessing, using and orienting which facilitate the production of different building indicator ratings. These indicators describes different layers of the building experience as described in the diagram below. Accessing describes the infrastructural aspects of building features, including the plan space and the floor gradients, and the proximity between key building features. Using describes the interactive aspects of building features, such as the effectiveness or usability of floor surfaces, door handrails, handrails etc.. Orienting describes visual and tactile aspects of building features - the communicative aspects. These include the visual contrast between building elements, signage, tactile and visual warnings that indicate potential fall or trip hazards etc..


Generally, a number of answer columns are used to allow multiple features of the same type to be scored on a single question sheet. The UDBRI in this document contains a single answer column, in order to make room for columns that are not intended to appear on the version of the tool used by a typical evaluator. One such column included is the user circumstance column showing a coded reflection of which user circumstances are affected by each
question. A second column is the Omniclass column, showing which Omniclass categories correlate with specific questions.
part 1
UNIVERSAL DESIGN BUILDING RATING INSTRUMENT

## APPROACHING

## A. Approach

B. Ramped Approach
C. Stepped Approach

## Appendix B

1a LEVEL APPROACH ROUTE
OMNICLASS 13692511 Pavement
13692517 Footpa
Level \& Genty Sloped Approach Route/Pavement - Access Features


Appendix B

| Feature | Requirement | Answer Range | Score <br> Range | Answer 1 | User Circumstances |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Paving | Is there an acceptable gap between paving slabs? | 5 mm or less (BfE) <br> More than 5 mm | 100 | y | $\begin{aligned} & s 1 p \text { s1f } s 5 p 2 \\ & \text { s1p s1f s5 p2 } \end{aligned}$ |
|  | How is the surface treated? | firm, durable, smooth, non-slip fairly even, smooth very uneven/slippery | 100 50 0 | y | $\begin{aligned} & \text { s1p s1f s5 p2p3 } \\ & \text { s1p s1f s5 p2 p3 } \\ & \text { s1p s1f s5 p2 p3 } \\ & \hline \end{aligned}$ |
|  | If there is a mesh/grille on the approach route: |  |  |  |  |
|  | What hole size can be allowed in a mesh surface? | $10 \mathrm{~mm} \times 20 \mathrm{~mm} /$ no mesh (BfE) <br> Greater than $10 \times 20 \mathrm{~mm}$ | 100 |  | $\begin{aligned} & s 1 p \mathrm{~s} 1 \mathrm{f} \mathrm{~s} 5 \mathrm{p} 2 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f s5 p2 } \end{aligned}$ |
| Approach Route/Pavement - Orientation Features |  |  |  |  |  |
| Feature | Requirement | Answer Range | Score <br> Range | Answer 1 | $\qquad$ |
| Edge treatment | How is the edge of the pavement treated? | kerb/barrier (BfE) (M) | 100 | y | s1p s1f p2 |
|  |  | tactile cuordoroy strips (as per BfE guide) | 67 |  | s1p s1f p2 |
|  |  | Other tactile | 33 |  | s1p s1f p2 |
|  |  | Other | 0 |  | s1p s1f p2 |
| Lighting | Is the approach bright enough to identify approach route and approach route features? | 20 Lux (M) | 100 | y | s1p c3 |
|  |  | Less | 0 |  | s1p c3 |
| Signage | Is there adequete signage at decision points along the approach route? | Yes at all decision points | 100 |  | s1p c3 |
|  |  | At most key decision points | 50 |  | s1p c3 |
|  |  | Inadequete signage | 0 |  | s1p c3 |
|  | Is there adequete warning of steps adjoiningt the approach route? |  |  |  |  |
|  |  | Tactile warning as per BfE/none required | 100 |  | s1p s1f |
|  |  | Other tactile warning | 50 |  | s1p s1f |
|  |  | No tactile warning | 0 |  | s1p s1f |
| Bollards on Route <br> Route | If there are bollards present: |  |  |  |  |
|  | Is the bollard big enough to be easily perceived? | 1000 mm high and 200 mm wide ( BfE ) | 100 |  | s1p |
|  |  | Less than 1000 mm and 200 mm wide | 0 |  | s1p |
|  | Are there chains or other linkages between bolard that would present an obstacle? | No chains or linkage (BfE)(M) | 100 |  | s1p s1f |
|  |  | Chains, or linkage present | 0 |  | s1p sif |
|  | Is the bollard obvious? | Visually contrasting strip at top of bollard | 100 |  | s1p |
|  |  | No visualy contrasting strip | 0 | $\square$ |  |
| Wayfinding | Are route markers available to guide people to the main entrances | Contrasting coloured route marker with tactile element (or only one route option available) <br> One of: contrasting cooured route marker and tactile route marker <br> No route finding and choice of routes | 100 | n | $\begin{aligned} & \text { s1p s1f c3 } \\ & \text { s1f s1f c3 } \\ & \text { s1p s1f c3 } \end{aligned}$ |

## Appendix B

1b RAMPED ROUTE
OMNICLASS 23-07 203030 External Ramp/Steps

| Aspect | Requirement | Answer Range | Score <br> Range | Answer 1 | User <br> Circumstances | Omniclass |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Flight width | Is the clear width sufficient for a wide range of users? |  | 100 |  | p2 p5w d2 |  |
|  |  | 1500 mm or greater (BfE) |  |  |  |  |
|  |  | 1200-1500 (M) |  |  | p2 p5w d2 |  |
|  |  | 1000-1200 (21542) | 33 |  | p2 p5w d2 |  |
|  |  | less than 1000 mm | 0 |  | p2 p5w d2 |  |
|  | Are the ramp width kept to a reasonable width for a range of users? |  | 100 |  | $\begin{aligned} & \text { s1p s1f } \\ & \text { s1p s1f } \end{aligned}$ |  |
|  |  | 2500 mm or less (M) |  |  |  |  |
|  |  | Greater than 2500 mm |  |  |  |  |
| Gradient | Is the gradient of the ramp suitable for a wide range of users? | 1:25 or shallower (BfE) | 100 |  | p3 | 21-02 101050 Ramp structure |
|  |  | 1:20-1:25 (M) | 67 |  | p3 |  |
|  |  | 1:12-1:20 (M) | 33 |  | p3 |  |
|  |  | Steeper than 1:12 | 0 |  | p3 |  |
| Flight length | If the ramp slope is between 1:20-1:25 |  |  |  |  | 21-02 101050 Ramp structure |
|  | Is the distance between landings reasonable? | Max 9 m between landings max 450 mm rise (BfE) | 1006733 |  | p3 |  |
|  |  | $9-10 \mathrm{~m}$ between landings, max 500 mm rise <br> (M) |  |  |  |  |
|  |  | More than 10 m between landings |  |  |  |  |
|  |  | No landings |  |  |  |  |
|  | If the ramp slope is between 1:15-1:20 |  |  |  |  |  |
|  | Is the distance between landings reasonable? | 4725 mm between landings (ISO) | 100 |  | p3 | structure |
|  |  | 5000 mm between landings ( M ) | 50 |  | p3 |  |
|  |  | Greater than 5000 mm between landings | 0 |  | p3 |  |
|  | If the ramp slope is between 1:12-1:15 |  |  |  |  |  |
|  | Is the distance between landings reasonable? | Max 2000 mm between landings, 166 mm (M) | 100 |  | p3 | 21-02 101050 Ramp structure |
|  |  | Max 2520 m between landings, 210 mm rise (ISO) | 50 |  | p3 |  |
|  |  | More than 2520 m between landings | 0 |  | p3 |  |
| Head room | Is the clear headroom sufficient? | 2200 mm or more (BfE) | 100 |  | p5h d3 |  |
|  |  | $\underline{2100-2200 m m ~(M) ~}$ | 50 |  | p5h d3 |  |
|  |  | Less than 2100 mm | 0 |  | p5h d3 |  |
| Multiple flights | If there are multiple ramp slopes: |  |  |  |  |  |
|  | Are the ramp gradients consistent? | Same gradient (BfE) | 100 |  | s1p s1f p3 |  |
|  |  | different gradients | 0 |  | s1p s1f p3 |  |
|  | Are the intermediate Landings of sufficient length for a wide range of users? | 2000 mm or greater (BfE) | 100 |  | p2 | 13-25 1323 Landing |
|  |  | $1500-2000 \mathrm{~mm}$ (M) | 67 |  | p2 |  |
|  |  | $1000-1500 \mathrm{~mm}$ or greater (BS) | 33 |  | p2 |  |
|  |  | 0-1000 mm | 0 |  | p2 |  |
|  | Is the landing at the top and bottom sufficiently |  |  |  |  |  |
| Landings | large for manoeuvring? | $2440 \mathrm{~mm} \times 2440 \mathrm{~mm}$ or greater (BfE) | 100 |  | p2 | 13-25 1323 Landing |
|  |  | $1800-2440 \mathrm{~mm} \times 1800-2440 \mathrm{~mm}$ or greater |  |  |  |  |
|  |  | (M) | 67 |  | p2 |  |
|  |  | $1500-1800 \mathrm{~mm} \times 1500-1800 \mathrm{~mm}$ (21542) | 33 |  | p2 |  |
|  |  | $0-1500 \mathrm{~mm} \times 0-1500 \mathrm{~mm}$ | 0 |  | p2 |  |
| Passing Place | If the ramp is long and less than 1800 mm wide: |  |  |  |  |  |
|  | Are there suitable passing places on intermediate landings along the aramp? | Yes, at least 1800 mm wide $\times 1800 \mathrm{~mm}$ long <br> (M) (BfE) | 100 |  |  | 13-25 1323 Landing |
|  |  | No | 0 |  | p2 | 13-25 13 23Landing |
| Alternative | If the ramp rises 2000 mm or more: |  |  |  |  |  |
|  | Are there lifts/platform lifts available as an appropriate alternative for users? |  |  |  |  |  |
|  |  | No | 100 |  | $\begin{aligned} & \text { p2 p3 } \\ & \text { p2 p3 } \\ & \hline \end{aligned}$ |  |
|  | Ramped Approach - Use | /Interactive Features |  |  |  |  |
| Feature | Requirement | Answer Range | Score <br> Range | Answer 1 | User <br> Circumstances |  |
| Ground finish | Is the ground treated in an effective manner for a wide range of users? | Firm, smooth and slip resistant (UDN) | 100 |  | s1p s1f s5 p2 p3 |  |
|  |  | Some unevenness | 50 |  | s1p s1f s5 p2 p3 |  |
|  |  | Very uneven, hazardous | 0 |  | s1p s1f s5 p2 p3 |  |
|  | Are any handrails on the ramp flight positioned |  |  |  |  |  |
| Handrail positions | at a suitable height for a wide of users? | between $900-1000 \mathrm{~mm}$ high (BfE) (UDN) | 100 |  | s1p s1f s5 p3 p5h |  |
|  |  | between $850-900 \mathrm{high}$ (21542) | 50 |  | s1p s1f s5 p3 p 5 h |  |
|  |  | Outside above ranges | 0 |  | 1p s1f s5 p3 p5h |  |
|  | Is there a second (lower) handrail at a suitable height for users with shorter stature? | between $600-750 \mathrm{~mm}$ high to top surface (BfE) (M) | 100 |  | ph |  |
|  |  | Outside 600-750mm range | 50 |  | ph |  |
|  |  | No second handrail | 0 |  | 5h |  |
|  | Are the handrails located at appropriate positions of the ramp? | on both sides of the ramp (BfE) ( M ) | 100 |  | 1 |  |
|  |  | one handrail or less | 0 |  | 1 |  |
|  | How far should the handrail extend beyond the |  |  |  |  |  |
|  | top or bottom of the flight? | 300 mm (BfE) (M) (21542) (BS) | 100 |  | 1p s1f p1 p2 p3 |  |
|  |  | less than 300 mm | , |  | 1p s1f p1 p2 p3 |  |

Appendix B

|  | If there are intermediate landings |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Are the handrails at the ramp landings positioned at a suitable height for a wide range of users | between $900-1100 \mathrm{~mm}$ (BfE) (M) between $850-900(21542)$ Outside $900-1100 \mathrm{~mm}$ range | 100 50 0 | s1p s1f s5 p3 p5h s1p s1f s5 p3 p5h s1p s1f s5 p3 p5h |  |
| Ramped Approach - Orientation Features |  |  |  |  |  |
| Feature | Requirement | Answer Range | Score <br> Range | Answer 1User <br> Circumstances |  |
| Ramp loctaion | Is it easy to locate the ramp? | On main route/adequete signage (BfE) | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ | $\begin{aligned} & \text { s1p c3 } \\ & \text { s1p c3 } \end{aligned}$ | 21-03 203010 <br> Flooring Treatment |
|  |  | Not easy to locate |  |  |  |
| Ground Surface | Is the apprearance of the ground surface suitable for a wide range of users? | non-reflective and visual contrast from surrounding surfaces ( $M$ ) | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ | s1p |  |
|  |  | inadequete visual contrast |  |  |  |
| Lighting | Is the appropriate lighting level used on the ramped approach? | 150 lux or more on ramp surface ( BfE ) | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ | $\begin{aligned} & \text { s1p c3 } \\ & \text { s1p c3 } \\ & \text { s1p c3 } \\ & \hline \end{aligned}$ |  |
|  |  | 100-150 lux |  |  |  |
|  |  | Less than 100 lux |  |  |  |
| Edge protection | Are the ramp edges communicated in an effective manner to a wide range of users? | 100 mm high edge or guard (BfE) (M) | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \text { s1f } \mathrm{s} 5 \mathrm{p} 2 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f } \mathrm{s} 5 \mathrm{p} 2 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f } \mathrm{s} 5 \mathrm{p} 2 \end{aligned}$ |  |
|  |  | Raised/tactile protection or indication |  |  |  |
|  |  | No edge protection/indication |  |  |  |

## Appendix B

1c STEPPED APPROACH OMNICLASS 21-07 203030 External Ramp/Steps

| Stepped Approach - Access Features |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Aspect | Requirement | Answer Range | Score Range | Answer 1 | User Circumstances |
| Flights | Is the clear width between handrails suitable for a wide range of users? | $1200 \mathrm{~mm}-2000 \mathrm{~mm}$ (BfE) | 100 |  | p2 p5w |
|  |  | $1000 \mathrm{~mm}-1200 \mathrm{~mm}$ (M) | 67 |  | p2 p5w |
|  |  | $900 \mathrm{~mm}-1000 \mathrm{~mm}$ (BRD) | 33 | y | p2 p5w |
|  |  | below 900 mm | 0 |  | p2 p5w |
|  | Is there a reasonable limit to the risers in a flight? | 12 risers (BfE) (M) | 100 | y | s5 p2 p3 |
|  |  | 12-16 risers (21542) | 50 |  | s5 p2 p3 |
|  |  | 12-18 risers if tread greater than 350 mm <br> (M) | 50 |  |  |
|  |  | 16 or more risers | 0 |  | s5 p2 p3 |
| Ceiling Height | Is the clear headroom sufficient? | 2200 mm or more (BfE) | 100 | $y$ | p5h |
|  |  | 2100-2200mm (M) | 50 |  | p5h |
|  |  | Less than 2100 mm | 0 |  | p5h |
| Landing | How long are the Intermediate landings | 1500 mm or greater (21542) | 100 |  | s5 p2 p3 |
|  |  | 1200 mm or greater (BfE) | 67 |  | s5 p2 p3 |
|  |  | Equal to or greater than width (M) (BfE) | 33 |  | s5 p2 p3 |
|  |  | Less than width/1200mm | 0 | y | s5 p2 p3 |
|  | Are the landing zones clear of door swings? | Yes (M) | 100 |  | s1p p2 p5w |
|  |  | No | 0 | n | s1p p2 p5w |
| Step Dimensions | Do the risers have an appropriate height | $150 \mathrm{~mm}-180 \mathrm{~mm}$ (BfE) (M) (BS) | 100 | Y | p3 p5h |
|  |  | $120 \mathrm{~mm}-150 \mathrm{~mm}$ (21542) | 50 |  | p3 p5h |
|  |  | Outside 120-180mm range | 0 |  | p3 p5h |
|  | Is theTread depth suitable for a wide range of users? | $300 \mathrm{~mm}-450 \mathrm{~mm}$ (BfE) (M) (BS) | 100 | v | p3 p5w |
|  |  | $280 \mathrm{~mm}-300 \mathrm{~mm}$ (BRD) | 50 |  | p3 p5w |
|  |  | Outside 280-450mm range | 0 |  | p3 p5w |
| Alternative Means | Is there an alternative to steps on the approach route? | Yes - ramp or platform lift/lift (BfE) | 100 |  | p2 p3 |
|  |  | No | 0 | n | p2 p3 |
|  | If the level change is substantial (above 2 m :) |  |  |  |  |
|  | Is there a reasonable alternative to steps? | Lift or platform life |  |  | p2 p3 |
|  |  | Ramp |  |  | p2 p3 |
|  |  | No Alternative |  |  | p2 p3 |
| Stepped Approach - Use/Interactive Features |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score Range | Answer 1 | User Circumstances |
| Nosing | Is the depth of nosing suitably constrained? | No projecting nosing (BfE) | 100 | $y$ | s1p s5 p1 |
|  |  | 25 mm maximum nosing (BfE) (M) | 50 |  | s1p s5 p1 |
|  |  | greater than 25 mm projecting nosing | 0 |  |  |
|  | Is there suitable treatment to the edge of step? | 5-10mm bevel (BfE) (M) | 100 | $y$ | p1 |
|  |  | No bevel | 0 |  | p1 |
| Consistency | Are tread/rise dimensions consistent in a flight? | Yes (BfE) (M) | 100 | $y$ | s1p s1f s5 p3 |
|  |  | No | 0 |  | s1p s1f s5 p3 |
| Floor Surface | Is the floor surface suitable for use in all conditions? | firm, durable, smooth, non-slip (UDN) | 100 | $y$ | s1p s1f s5 p2 p3 |
|  |  | fairly even, smooth | 50 |  | s1p s1f s5 p2 p3 |
|  |  | very uneven/slippery | 0 |  | s1p s1f s5 p2 p3 |
| Tread treatment | Have winding/tapering treads been avoided? | Yes (BfE) (M) | 100 | $y$ | s1p s1f p1 p2 p3 |
|  |  | Winding/tapered treads present in flights | 0 |  | s1p s1f p1 p2 p3 |
| Riser Treatment | Have open risers been avoided? | Yes (BfE) (M) | 100 | Y | s1p s1f p1 |
|  |  | Open risers used | 0 |  | s1p s1f p1 |
| Handrails | Are handrails on these stairs at positioned at a suitable height for a wide of users? | between 900-1000 mm high (BfE) (UDN) | 100 |  | s1p s1f s5 p2 p3 p5h |
|  |  | between 850-900high (21542) | 50 |  | s1p s1f s5 p2 p3 p5h |
|  |  | Outside above ranges | 0 | Y |  |
|  | If guarding is required at a landing (above a 600 mm drop): |  |  |  |  |

## Appendix B

|  | Are the handrails at the landing at a suitable height for a wide range of users? | between $900-1100 \mathrm{~mm}$ (8fE) (M) | 100 |  | s1p s1f s5 p2 p3 p5h |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | between 850-900 (21542) | 50 |  | s1p s1f s5 p2 p3 p5h |
|  |  | Outside 900-1100mm range | 0 |  | s1p s1f s5 p2 p3 p5h |
|  | Is there a second (lower) handrail at a suitable height for users with shorter stature? | between $600-750 \mathrm{~mm}$ high to top surface (BfE) (M) | 100 |  | s5 p3 p5h |
|  |  | Outside $600-750 \mathrm{~mm}$ range | 50 |  | s5 ${ }^{\text {b }} \mathrm{p} 5 \mathrm{~h}$ |
|  |  | No second handrail |  | n | s5 p3 p5h |
|  | Are handrails located at suitable positions? | on both sides of the steps (8fE) (M) | 100 |  | p1 p3 |
|  |  | one handrail or less | 0 |  | p1 p3 |
|  | How far should the handrail extend beyond the top or bottom of the flight? | 300 mm top and bottom (BfE) (M) (21542) (BS) | 100 |  | s1p s1f p1 p2 p3 |
|  |  | less than 300 mm | 0 |  | s1p s1f p1 p2 p3 |
| Stepped Approach - Orientation Features |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score Range | Answer 1 | User Circumstances |
| Articulation of steps | Is each step easy to see? | $50-70 \mathrm{~mm}$ high contrast nosing on each step (BfE) (M) | 100 |  | sip c3 |
|  |  | 40-50mm high contrast nosing on each |  |  |  |
|  |  | step (21542) | 75 |  | s1p c3 |
|  |  | Some high contrast warning on each step | 50 |  | s1p c3 |
|  |  | High contrast warning, 1st and last step | 25 |  | s1p c3 |
|  |  | No warning | 0 |  | s1p c3 |
| Tactile Hazard Strip | Is the tactile floor warning when approaching a stair sufficiently big? | 800 mm deep Cuordoroy Strip, width of approach route to stair (BfE) (M) | 100 |  | s1p s1f s2f s3 c3 |
|  |  | 600-800mm deep Cuordoroy strip, width |  |  |  |
|  |  | of stair (UDN) | 67 |  | s1p s1f s2f s3 c3 |
|  |  | Other tactile warning | 33 |  | s1p s1f s2f s3 c3 |
|  |  | No tactile warning | 0 | n | s1p s1f s2f s3 c3 |
|  | Is the tactile strip located in an appropriate position? | 400 mm from the top/bottom edge of the stair (BfE) (M) | 100 |  | s1p s1f s2f s3 c3 |
|  |  | Between $300-500 \mathrm{~mm}$ from top/bottom edge of stair (21542) | 50 |  | s1p s1f s2f s3 c3 |
|  |  | Outside range $300-500 \mathrm{~mm}$ from top/bottom edge of stair | 0 |  | s1p s1f s2f s3 c3 |
|  | Is the profile of tactile strip effective without presenting an obstacle? | Ribs 20 m wide at 50 mm intervals, 5.5 6.5 mm (BfE) (M) | 100 |  | s1p s1f s2f s3 s5 c3 |
|  |  | Other pattern |  |  | s1p s1f s2f s3 s5 c3 |
| Lighting | Is the appropriate lighting level used, and are shadows cast by nosings avoided? | 150 lux on steps, 200 top and bottom | 100 |  |  |
|  |  | 100 lux | 50 |  | s1p |
|  |  | Poor light, and confusing shadows | 0 |  | sip |
| Handrails | Do the handrails contrast visually with their surroundings? |  |  |  |  |
|  |  | yes | 100 y | y | s1p |
|  |  | no | 0 |  | s1p |

## ENTERING

A. Entrance Threshold
B. Entrance Door
C. Door Security
D. Entrance Lobby

## Appendix B

2а ENTRANCE THRESHOLD
OMNICLASS
13-25 1323 Landing


## Appendix B

|  | If there is signage at the front entrance: |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Is the signage suitably positioned? | Latch side of entrance door, height centre-line between $1000-1200 \mathrm{~mm}$ (ISO) $\qquad$ | 100 | s1p s1f c3 p2 p5h |
|  |  | Positioned opposite latch side or on entrance door, or positioned outside $1000-1200 \mathrm{~mm}$ height range (unless site conditions dictate) <br> Opposite the latch side or on entrance door, and positioned outside 10001200 mm height range | 50 0 | $\begin{aligned} & \text { s1p s1fc3 p2 p5h } \\ & \text { s1p s1f c3 p2 p5h } \end{aligned}$ |
|  | Is the signage legible to a wide range of users? | Suitable text (as per BS8300 table 4); <br> text visually contrasting with <br> background; tactile/braille component | 100 | s1p s1f |
|  |  | Suitable text (as per BS8300 table 4); text visually contrasting with background; with no tactile/braille component | 50 | s1p s1f |
|  |  | Difficult to understand/read | 0 | s1p s1f |
| Door opening | If there is an outward opening door: |  |  |  |
|  | is care taken to prevent unexpected collisions? | recessed or visually contrasting guarding (M) (BfE) | 100 | s1p c3 |
|  |  | guarding | 50 | s1p c3 |
|  |  | no recess or guarding | 0 | s1p c3 |
| Structural Supports | If there are structural elements outside the front door: |  |  |  |
|  | Are they adequetely marked? | Yes (M) | 100 | s1p c3 |
|  |  | No | 0 | s1p c3 |

## Appendix B

2b ENTRANCE DOOR
OMNICLASS 21-02 205010 External Door


## Appendix B



## Appendix B



## Appendix B



## Appendix B

2c DOOR ENTRY SYSTEM
OMNICLASS 23-29 1311 Security Access 21-04 701010 Access Control


## Appendix B

2d ENTRANCE LOBBY
OMNICLASS 13-25 1313 Entry Lobby


## Appendix B

|  |  | No contrast | 0 | \|s1pc3 | 21-03 2010 Wall finish |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Does the wall surface reflectivity create confusion in the immediate environment? | Not too relfective, or measures taken to mitigate (BfE) (M) <br> highly reflective | 100 | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \mathrm{c} 3 \\ & \mathrm{~s} 1 \mathrm{p} \mathrm{c} 3 \end{aligned}$ |  |
| Glazing in Entrance Lobby | If there are windows in the entrance lobby: |  |  |  |  |
|  | Are transoms placed at a suitable height for a wide range of users? | Glazing between 900-1300 mm clear of transoms (BRD) <br> Glazing between 900-1200mm clear of transoms (BfE) <br> Transom in $900-1200 \mathrm{~mm}$ range | 100 | s1p p2 p5h c3 <br> s1p p2 p5h c3 <br> s1p p2 p5h c3 |  |
|  | If there is extensive glazing used: |  |  |  |  |
|  | Are suitable markings (manifestation) applied to the glazing to render it more visible? | Rows of visible markings 75 mm high, either broken or continuuous, at 2 different heights, or a 150 mm high company logo (21542) | 100 | s1p c3 | 23-13 332119 All glass entrance enclosure |
|  |  | Rows of visible markings $50-75 \mathrm{~mm}$ high, either broken or continuuous, at 2 different heights, or a 150 mm high company logo ( $\mathrm{M}, \mathrm{BfE}$ ) | 67 | s1p c3 |  |
|  |  | Rows of visible markings, at one height No markings | 33 | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} c 3 \\ & \mathrm{sipc3} \end{aligned}$ |  |
|  | What is a suitable lower height for glass markings (manifestation)? | Between $850-1000 \mathrm{~mm}$ (8fE) ( M ) | 100 | s1p p2 p5h c3 | 23-13 332119 All glass entrance enclosure |
|  |  | Outside that range | 50 | s1p p2 p5hc3 |  |
|  |  | No lower marking | 0 | s1p p2 p5hc3 |  |
|  | What is a suitable upper height for glass markings (manifestation)? | Between $1400-1600 \mathrm{~mm}$ (BfE) ( M ) | 100 | s1p p5h c3 | glass entrance enclosure |
|  |  | Outside that range | 50 | s1p p5h c3 |  |
|  |  | No lower marking | 0 | s1p p5h c3 |  |
| Storage and displays | Are there storage and dispplay units in the lobby | No storage or displays/confusing items (BfE) | 100 | s1p s1f p2 p5w |  |
|  |  | Yes, confusing elements | 0 | s1p s1f p2 p5w |  |

# PART UNIVERSAL DESIGN BUILDING RATING INSTRUMENT 

## CIRCULATING

A. Reception
B. Corridor
C. Internal Lobbies
D. Internal Door
E. Queuing

3a RECEPTION AREA OMNICLASS 13-55 292119


## Appendix B

|  |  | Slightly uneven Uneven, slippery, treachorous | ${ }_{0}^{50}$ |  | $-\begin{aligned} & \mathrm{s} 1 \mathrm{p} \text { s1f } 55 \mathrm{p} 2 \\ & \mathrm{p} 3 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f s5 p2 } \\ & \mathrm{p} 3 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Reception Area - Orientating Indicators |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | $\begin{gathered} \hline \text { Score } \\ \text { Range } \\ \hline \end{gathered}$ | $\begin{gathered} \hline \text { Answer } \\ 1 \\ \hline \end{gathered}$ | $\begin{array}{c}\text { User } \\ \text { Circumstances }\end{array}$ | Omniclass |
| Wayfinding | Is the reception easily identifiable from the building entrance? | Easily identifiable (BfE) (M) | 100 |  | s1p c3 |  |
|  |  | Not easy to identify | 0 |  | s1p c3 |  |
|  | Is there signage to orient people to main functional areas of the building? | No decision to be made/Signage present (BfE) (M) | 100 |  | s1p c3 |  |
|  |  | Ineffective signage | 50 |  | s1p c3 |  |
|  |  | No Signage | 0 |  | s1p c3 |  |
|  | Is any signage used clearly legible? | Yes - LRV of 70 between letters/background (BfE) (BS) | 100 |  | s1p c3 |  |
|  |  | Yes | 0 |  | s1p c3 |  |
|  | Are other non-textual modes of communication used to orient people? | Yes including visual, tactile and audible information (BfE) | 100 |  | s2p s2f s 4 |  |
|  |  | No | 0 |  | s2p s2f s4 |  |
|  | Are route markers available to guide people from reception to the main functional areas of the building? | Contrasting coloured route marker with tactile element (or only one route option available) | 100 |  |  |  |
|  |  | One of: contrasting cooured route marker and tactile route marker | 75 |  |  |  |
|  |  | No route finding and choice of routes | 0 |  |  |  |
|  | If maps are available in reception: |  |  |  |  |  |
|  | Are tactile maps or tactile models available? | Yes (BfE) | 100 |  | s1p s1f c3 |  |
|  |  | No | 0 |  | s1p s1f c3 |  |
| Floor | Does the floor colour contrast with surrounding surfaces? | Yes, visual contrast (M) (Bfe) | 100 |  | s1p c3 | 21-03 2030 <br> 10 Flooring <br> Treatment |
|  |  | Yes some contrast | 50 |  | s1p c3 |  |
|  |  | No perceivable contrast | 0 |  | s1p c3 |  |
| Walls | Does the wall colour reduce confusion? | Visual contrast to floor 20 LRV or greater (BfE) (M) | 100 |  | s1p c3 | $\begin{aligned} & 21-032010 \\ & \text { Wall finish } \end{aligned}$ |
|  |  | Some contrast wth floor | 50 |  | s1p c3 |  |
|  |  | No contrast | 0 |  | s1p c3 |  |
|  | Is the wall surface reflectivity sufficiently muted to avoid creating confusion? | Not too relfective (BfE) (M) | 100 |  | s1p c3 | $\begin{aligned} & 21-032010 \\ & \text { Wall finish } \end{aligned}$ |
|  |  | highly reflective | 0 |  | s1p c3 |  |
| Glazing in Reception areas | If there are windows in the reception area: |  |  |  |  |  |
|  | Are transoms placed at a suitable height for a wide range of users? | Glazing between $900-1300 \mathrm{~mm}$ clear of transoms (BRD) | 100 |  | s1p p2 p5h c3 |  |
|  |  | Glazing between $900-1200 \mathrm{~mm}$ clear of transoms |  |  |  |  |
|  |  | (BfE) | 50 |  | s1p p2 p5h c3 |  |
|  |  | Transoms inside $900-1200 \mathrm{~mm}$ range | 0 |  | s1p p2 p5h c3 |  |
|  | If there is extensive glazing used: |  |  |  |  |  |
|  | Are suitable markings (manifestation) applied to the glazing to render it more visible? | Rows of visible markings 75 mm high, either broken or continuous, at 2 different heights, or a 150 mm high company logo (21542) | 100 |  | s1p c3 |  |
|  |  | Rows of visible markings $50-75 \mathrm{~mm}$ high, either broken or continuuous, at 2 different heights, or <br> a 150 mm high company logo ( $\mathrm{M}, \mathrm{BfE}$ ) | 67 33 |  |  |  |
|  |  | Rows of visible markings, at one height No markings | 33 |  | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} c 3 \\ & \mathrm{~s} 1 \mathrm{p} c 3 \\ & \hline \end{aligned}$ |  |
|  | What is a suitable lower height for glass markings (manifestation) | Between $850-1000 \mathrm{~mm}$ (BfE) (M) | 100 |  | s1p c3 p2 p5h |  |
|  |  | Outside that range | 50 |  | s1p c3 p2 p5h |  |
|  |  | No lower marking | 0 |  | s1p c3 p2 p 5 h |  |
|  | What is a suitable upper height for glass markings (manifestation) | Between $1400-1600 \mathrm{~mm}$ (BfE) (M) | 100 |  | s1p c3 p5h |  |
|  |  | Outside that range | 50 |  | s1p c3 p5h |  |
|  |  | No lower marking | 0 |  | s1p c3 p5h |  |
| Telephone | If there is a telephone in reception: |  |  |  |  |  |
|  | is the telephone useful to a wide range of people? | Variable volume, text and email function, induction loop (BfE) | 100 |  | $\int_{p 1}^{s 1 p ~ s 1 f ~ s 2 p ~ s 2 f}$ |  |
|  |  | Not all of the above functions | 0 |  | $\begin{aligned} & \text { s1p s1f s2p s2f } \\ & \mathrm{p} 1 \end{aligned}$ |  |
| Reception Desk * | If there is a reception desk: <br> Is the reception desk easy to locate |  |  |  |  |  |
|  |  | Visible from building entrance (BfE) | 100 |  | s1p c3 |  |

## Appendix B

|  | Not easily visible from building entrance | o | s1p c3 |
| :---: | :---: | :---: | :---: |
| Is there hearing assistance at the reception desk | Induction loop system (BfE) (M) | 100 | s2p |
|  | No induction loop system | 0 | s2p |
| Is the reception desk suitably lit? | 250 Lux at level of service desk (BfE) ( | 100 | s1p c3 |
|  | Less, or significanly more, than 250 lux | 0 | s1p c3 |
| is there a suitable backdrop to the reception desk? | Neutral, unreflective, softly lit | 100 | s1p c3 |
|  | Highly glazed, brightly lit, reflective | 0 | s1p c3 |
| Is there any limitation to effective communication at the recpetion desk? | No barrier | 100 | s1p s1f s2p s2f |
|  | Glazed screen, reflective screen, obstacles to clear oral communication and poorly lit faces | 0 | s1p s1f s2p s2f |

## Appendix B

3b Corridor omniclass 13-25 1111 Corridor OMNICLASS 13-25 1113 Aisle (implied corridor area) OMNICLASS 23191911 Corridor Unit


## Appendix B



## Appendix B

3c Internal Lobby omnicLASs 13-25 1317 Vestibule


Appendix B


## Appendix B

${ }_{3 d}$ Internal Door
OMNICLASS 13-17 1100 Door

| Aspect | Requirement | Answer Range | Score <br> Range | Weight | "Double door" | User Circumstances | Omniclass |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| size of opening | Is the clear width range sufficient for a wide range of people? | 850 mm or greater (BfE) (21542) (UDN) $800-850 \mathrm{~mm}(\mathrm{M})$ $\frac{770-800 \mathrm{~mm} \text { (BRD) }}{\text { less than } 770 \mathrm{~m}}$ | 100 75 50 0 | 1 1 1 | 740 | $\begin{aligned} & \text { p2 p5w } \\ & \text { p2 p5w } \\ & \text { p2 p5w } \\ & \text { p2 p5w } \end{aligned}$ |  |
|  | Is the clear height of the doorway sufficient? | $\begin{aligned} & 2100 \mathrm{~mm} \text { or greater (BRD) } \\ & 2020-2100 \mathrm{~mm} \text { (UDN) } \\ & 2000-2020 \mathrm{~mm} \text { (ISO) } \\ & \hline \end{aligned}$ <br> below 2000 mm | 100 67 33 0 | 1 | 1960 | $\begin{aligned} & \mathrm{p} 5 \mathrm{~h} \\ & \mathrm{p} 5 \mathrm{~h} \\ & \mathrm{p} 5 \mathrm{~h} \\ & \mathrm{p} 5 \mathrm{~h} \end{aligned}$ |  |
| Position in walls | Has care been taken to avoid creating too deep a recess in thick walls? | Less than 250 mm from handle to wall face (BfE) <br> Greater than 250 from handle to wall face | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ | 1 |  | $\begin{aligned} & \mathrm{p} 1 \mathrm{p} 2 \\ & \mathrm{p} 1 \mathrm{p} 2 \end{aligned}$ |  |
| Swinging Doors | If / where the door is inward opening: |  |  |  |  |  |  |
|  | Is there sufficient room to manipulate it? | $\begin{aligned} & \frac{450 \mathrm{~m}-700 \mathrm{mmm} \text { to latch side (BfE) }}{300-450 \mathrm{mmmm} \text { to latch side (M) (UDN), }} \\ & \text { (BS) } \\ & 0-300 \mathrm{~mm} \text { to latch side } \end{aligned}$ | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ | 1 |  | $\begin{aligned} & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \end{aligned}$ |  |
|  | If / where the door is outward opening: |  |  |  |  |  |  |
|  | Is there sufficient room to manipulate it? | $450-650 \mathrm{~mm}$ to latch side (BfE) <br> $300-450 \mathrm{~mm}$ to latch side (M) (UDN) (BS) <br> $0-300 \mathrm{~mm}$ to latch side | $\begin{array}{r}100 \\ 50 \\ 0 \\ \hline\end{array}$ | 1 | y | $\begin{aligned} & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \end{aligned}$ |  |
| Sliding Doors | If the door is sliding: <br> Is there sufficient room on the latch side to manipulate it? | $600 \mathrm{~mm}(\mathrm{BfE})$ - no requirement if approach is frontal $300 \mathrm{~mm} \text { (M) }$ <br> $0-300 \mathrm{~mm}$ manual | 100 50 0 | 1 1 1 |  | $\begin{aligned} & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \\ & \text { p1 p2 p5w } \end{aligned}$ |  |
| Internal Door - Using/Interactive features |  |  |  |  |  |  |  |
| Aspect <br> Operating the door | Requirement | Answer Range | Score <br> Range | Weight | "Double door" | User Circumstances | Omniclass |
|  | Is the force required to open the door excessive? | $\frac{15 \mathrm{~N} \text { or less (BfE) }}{\frac{15-25 \mathrm{~N}(\mathrm{UDN}=20 \mathrm{~N})(I S O=25 N)}{25-30 \mathrm{~N}(\mathrm{M}=30 \mathrm{~N})}} \frac{\text { Greater than } 30 \mathrm{~N}}{}$ | $\begin{array}{r}100 \\ 67 \\ 33 \\ 0 \\ \hline\end{array}$ | 1 1 1 1 | $y$ | $\begin{aligned} & \mathrm{p} 3 \\ & \mathrm{p} 3 \\ & \mathrm{p} 3 \\ & \mathrm{p} 3 \end{aligned}$ |  |
|  | Is the door hardware easy to use with a single hand? | $\frac{\text { Yes (BfE) (M) }}{\text { No }}$ | 100 0 | 1 | v | $\begin{aligned} & \mathrm{p} 1 \\ & \mathrm{p} 1 \end{aligned}$ |  |
| In corridors/ lobbies | If the door opens into a corridor/stair/lobby: |  |  |  |  |  |  |
|  | Is the door action adequately guarded against to prevent collisions? | Recessed; or visually contrasting guarding <br> (M) (BfE) <br> Guarding <br> No guarding or recess | $\begin{array}{r} 100 \\ 50 \\ 0 \end{array}$ | 1 1 1 |  | $\begin{aligned} & s 1 p \text { s1f p2 p5w } \\ & c 3 \\ & s 1 p \text { s1f p2 p5w } \\ & c 3 \\ & s 1 p \text { s1f p2 p5w } \\ & c 3 \end{aligned}$ |  |
| Door Handles | If there are door handles: |  |  |  |  |  |  |
|  | Is the door handle height suitable for a wide range of users? | inside ranges $900-950 \mathrm{~mm}(\mathrm{M})(\mathrm{BfE})$ <br> inside ranges $800-900 \mathrm{~mm}$ or $950-1100$ (ISO) <br> Outside above ranges | $\begin{array}{r} 100 \\ 50 \\ 0 \end{array}$ | 1 |  | $\begin{aligned} & \text { s1p s1f p1 p5h } \\ & \text { s1p s1f p1 p5h } \\ & \text { s1p s1f p1 p5h } \end{aligned}$ |  |
|  | Is the shape of handle used suitable for the widest range of users? | d-lever handles (with inturned termination) (ISO) <br> straight lever type (BfE) <br> other | 100 50 0 | 1 1 1 |  | $\left\{\begin{array}{l} \mathrm{p} 1 \\ \mathrm{p} 1 \\ \mathrm{p} 1 \end{array}\right.$ |  |
|  | Is the material on hardware designed to be touched suitable for use? | Timber, coated metal (warm to touch) (ISO) (BfE) <br> Uncoated metal, particularly nickel (cold to touch) | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ | 1 |  | $\begin{aligned} & \text { s3 a1 } \\ & \text { s3 a1 } \end{aligned}$ |  |
|  | Is there sufficient clearance between the door handle to the door? | $35-45 \mathrm{~mm}$ clearance (ISO) <br> outside $35-45 \mathrm{~mm}$ range | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ | 1 |  | $\begin{aligned} & \text { s1p p1 p3 c3 } \\ & \text { s1p p1 p3 c3 } \\ & \hline \end{aligned}$ |  |
| Door Locks | If there are door locks: |  |  |  |  |  |  |
|  | Are the locks/latches located at a suitable height? | Inside the $900-1100 \mathrm{~mm}$ range (BfE) <br> Inside range $800-900 \mathrm{~mm}(\mathrm{M}$ ) | 100 67 | 1 |  | $\begin{aligned} & \text { s1p s1f p1 p5h } \\ & \text { s1p s1f p1 p5h } \end{aligned}$ |  |

## Appendix B



## Appendix B



## ${ }_{\text {зe }}$ Queuing

| Queuing/Temporary Barriers - Accessing Features |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer $\qquad$ 1 | User Circumstances | Omniclass |
| Dimensions | Is there sufficient width between barriers? | $\frac{1100 \mathrm{~mm} \text { or more (BfE) }}{0-1100 \mathrm{~mm}}$ | $\begin{array}{r} 100 \\ 0 \end{array}$ |  | $\begin{aligned} & \text { p2 p5w } \\ & \text { p2 p5w } \end{aligned}$ |  |
| Temporary Barriers/Queuing - Using Features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer $\qquad$ 1 | User Circumstances | Omniclass |
| Floor | Are the fixings stable? | Connected directly to the floor (BfE) <br> Connected to the floor but stable <br> Unconnected to the floor and unstable | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\left\{\begin{array}{l} \mathrm{s} 1 \mathrm{p} 1 \mathrm{f} 55 \mathrm{p} 3 \\ \mathrm{~s} 1 \mathrm{p} 1 \mathrm{f} 55 \mathrm{p} 3 \\ \mathrm{~s} 1 \mathrm{p} \text { s1f } \mathrm{s} 5 \mathrm{p} 3 \end{array}\right.$ |  |
|  | Is the rail stable and supportive? | Rigid, capable of supporting weight ( BfE ) <br> Flexible/retractable belts | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \text { s1p s1f s5 } \\ & \hline \text { s1p } 31 f \\ & \hline \end{aligned}$ |  |
| Temporary Barriers/Queuing - Orientating Features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer $\qquad$ | User Circumstances | Omniclass |
| Appearance | Are these barriers easy to see? | Contrast visually with surroundings (BfE) <br> Some contrast with <br> surroundings <br> No contrast | 100 |  | $\left\{\begin{array}{l} \mathrm{s} 1 \mathrm{p} \mathrm{c3} \\ \mathrm{~s} 1 \mathrm{p} \mathrm{c3} \\ \mathrm{~s} 1 \mathrm{p} \times 3 \end{array}\right.$ |  |

# PART universal design building rating instrument 

## CHANGING LEVEL

A. Internal Stair

B. Internal Ramp
C. Lift
D. Lift Controls

## Appendix B

4a INTERNAL STAIR OMnIcLass 13-23 1100


## Appendix B



## Appendix B



## Appendix B

4b INTERNAL RAMP OMNICLASS 13231117 Ramp


## Appendix B

|  | Are there lifts/platform lifts available as an appropriate alternative for users? | $\begin{aligned} & \mathrm{Yes}(\mathrm{M})(\mathrm{BfE}) \\ & \mathrm{No} \end{aligned}$ | $\begin{array}{r} 100 \\ 0 \end{array}$ |  | $\begin{aligned} & \mathrm{p} 2 \mathrm{p} 3 \\ & \mathrm{p} 2 \mathrm{p} 3 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ramp - Use/Interaction Features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer 1 | User Circumstances | Omniclass |
| for whole ramp | What is the appropriate floor finish to be useful to the widest range of people? | Firm, smooth and slip resistant <br> Some unevenness <br> Very uneven, hazardous | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\left\{\begin{array}{l} \text { s1p s1f s5 p2 p3 } \\ \text { s1p s1f s5 p2 p3 } \\ \text { s1p s1f s5 p2 p3 } \end{array}\right.$ |  |
|  | Are the ramp edges suitably indicated? | 100 mm high (BfE) (M) <br> Some edge Protection <br> No edge protection | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & s 1 \mathrm{p} s 1 \mathrm{f} s 5 \mathrm{p} 2 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f } s 5 \mathrm{p} 2 \\ & \mathrm{~s} 1 \mathrm{p} \text { s1f } \mathrm{s} 5 \mathrm{p} 2 \end{aligned}$ |  |
| Handrail positions | Does the ramp flight have handrails at a suitable height for a wide of users? | between $900-1000 \mathrm{~mm}$ high (BFE) (UDN) between $850-900$ high (21542) Outside above ranges | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \text { s1p s1f s5 p3 p5 } \\ & \text { s1p s1f p3 p5 } \\ & \text { s1p s1f p3 p5 } \\ & \hline \end{aligned}$ |  |
|  | Are the handrails at the ramp landing positioned at a suitable height for a wide range of users | $\begin{aligned} & \text { between } 900-1100 \mathrm{~mm}(\mathrm{BfE})(\mathrm{M}) \\ & \hline \text { between } 850-900(21542) \\ & \hline \text { Outside } 900-1100 \mathrm{~mm} \text { range } \\ & \hline \end{aligned}$ | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\left\{\begin{array}{l} \text { s1p s1f s5 p3 p5 } \\ \text { s1p s1f s5 p3 p5 } \\ \text { s1p s1f s5 p3 p5 } \\ \hline \end{array}\right.$ |  |
|  | Is there a second (lower) handrail at a suitable height for users with shorter stature? | between $600-750 \mathrm{~mm}$ high to top surface $(\mathrm{BfE})(\mathrm{M})$ <br> Outside $600-750 \mathrm{~mm}$ range <br> No second handrail | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \mathrm{p} 5 \mathrm{~h} \\ & \mathrm{p} 5 \mathrm{~h} \\ & \mathrm{p} 5 \mathrm{~h} \end{aligned}$ |  |
|  | Are the handrails located at appropriate positions of the ramp? | on both sides of the ramp (BfE) (M) one handrail or less | $\begin{array}{r} 100 \\ 0 \end{array}$ |  | $\begin{aligned} & \mathrm{p} 1 \\ & \mathrm{p} 1 \end{aligned}$ |  |
|  | How far should the handrail extend beyond the top or bottom of the flight? | $\frac{300 \mathrm{~mm}(\mathrm{BfE})(\mathrm{M})(21542)(\mathrm{BS})}{\text { less than } 300 \mathrm{~mm}}$ |  |  | $\begin{aligned} & \text { s1p s1f p1 p2 p3 } \\ & \text { s1p s1f p1 p2 p3 } \end{aligned}$ |  |
|  | Internal Ramp - Or | ientation features |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer 1 | User Circumstances | Omniclass |
| Wayfinding | Is the location of the ramp obvious from the building entrance? | easy to locate (BfE) (M) <br> Not easy to locate | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \text { s1p c3 } \\ & \text { s1p c3 } \\ & \hline \end{aligned}$ |  |
|  | Is there adequate signage directing toward the ramp from principle areas of the building? | Adequate signage to locate ramp (BfE) <br> (M) <br> Poor or absent signage | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} c 3 \\ & \mathrm{~s} 1 \mathrm{p} \mathrm{c3} \\ & \hline \end{aligned}$ |  |
| Floor appearance | Is the appearance of the ground surface suitable? | visual contrast from surrounding (BfE) <br> (M) <br> inadequate visual contrast | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \\ & \mathrm{~s} 1 \mathrm{p} \\ & \hline \end{aligned}$ |  |
| Lighting | What is a suitable level of lighting on the ramp? | 150 lux on ramp surface (BfE) Unsuitable lighting on ramp surface, or confusing shadows | $\begin{array}{r} 100 \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & s 1 p \\ & s 1 p \end{aligned}$ |  |
| Landings | Are there tactile markings at terminal landings? | No tactile internally for ramps (BfE) Tactile markings for internal ramps | 100 |  | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \text { s1f } \\ & \mathrm{s} 1 \mathrm{p} \text { s1f } \end{aligned}$ |  |

## Appendix B

4c LIFT 13-23 1111 Lift

dIFT CONTROLS


## Appendix B

| Lift Call Buttons | Do the lift call buttons have a tactile/embossed quality? | Embossed buttons 1.5 mm high ( BfE ) | 100 | s1p s1f s3 |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Less than 1.5 mm high | 50 | s1p s1f s3 |
|  |  | No embossing | 0 | s1p s1f s3 |
| Door sensor | How extensive is the vertical range of the door sensor? | 25 mm -1800mm (BFE) | 100 | p2 p5h |
|  |  | Outside this range | 0 | p2 p5h |
| Emergency communication system | Is there a suitable indicator for the emergency communication system? | International telephone symbol, tactile/braille ( 100 mm high) (BfE) | 100 | s1p c3 |
|  |  | No symbol | 0 | s1p c3 |
|  | Does the system orient and aid communication effectively? | operate immediately on lifting; automatically identify lift, allow 2-way communication (BfE) Require dialling or button to operate | 100 0 | $\begin{aligned} & \text { s1p s1f s2p s2f } \\ & \text { s1p s1f s2p s2f } \end{aligned}$ |

## FACILITIES

A. Accessible WC
B. WC Cubicle
C. Meeting Room
D. Office
E. Refreshment Areas

## Appendix B

5a WHEELCHAIR ACCESSIBLE WC Omniclass 13-23 1700 Unisex Toilets


## Appendix B



## Appendix B



## Appendix B



## Appendix B

5b ACCESSIBLE CUBICLE omNICLASS 13-23 1711 Men
13-23 1717 Women


## Appendix B



## Appendix B

5: MEETING ROOM oMnICLASS 13-55 2921 Meeting room


## Appendix B

| Seating Location | If there is a meeting table: |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Is there a choice of seating locations for all users, including people in wheelchairs? | At least 2 sides of the table | 100 | s1p p2 p5w |
|  |  | One side of the table | 50 | s1p p2 p5w |
|  |  | No suitable seating provision | 0 | s1p p2 p5w |
| Floor | Does the floor colour aid orientation? | Visual contrast with surrounding surfaces (BfE) | 100 | s1p |
|  |  | Some visual contrast | 50 | s1p |
|  |  | No effective visual contrast | 0 | s1p |
| Lighting | Is there sufficient lighting in the meeting room to assist orientation and communication? | 300 lux potential at desk level and dimmable (BfE) (LO) | 100 | s1p s2p s2f |
|  |  | less than 300 lux in task areas | 0 | s1p s2p s2f |
| Sound Assistance | Is there technology to assist effective spoken communication at the meeting table? |  |  |  |
|  |  | Induction loop system (ISO) (BfE) | 100 | s2p p4 |
|  |  | No effective hearing assistance |  | s2p p4 |
| Glazing in Meeting Room | If there are windows in the Meeting Room: |  |  |  |
|  |  |  |  |  |
|  | Are transoms placed at a suitable height for a wide range of users? | Glazing between $900-1300 \mathrm{~mm}$ clear of transoms (BRD) Glazing between $900-1200 \mathrm{~mm}$ clear of transoms (BfE) | 100 | s1p p2 p5h c3 <br> s1p p2 p5h c3 |
|  |  | Transom in $900-1200 \mathrm{~mm}$ range | 0 | s1pp2 ph c3 |
|  | If there is extensive glazing used: |  |  |  |
|  | Are suitable markings (manifestation) applied to the glazing to render it more visible? | Rows of visible markings 75 mm high, either broken or continuous, at 2 different heights, or a 150 mm high company logo (ISO) | 100 | s1p c3 |
|  |  | Rows of visible markings 50.75 mm high, either broken or continuous, at 2 different heights, or a 150 mm high company logo ( $\mathrm{M}, \mathrm{BfE}$ ) | 67 | s1p c3 |
|  |  | Rows of visible markings, at one height | 33 | s1p c3 |
|  |  | No markings | 0 |  |
|  | Are the lower glass markings (manifestation) positioned at a suitable height? | Between $850-1000 \mathrm{~mm}$ (BfE) (M) | 100 | s1p c3 p2 p5h |
|  |  | Outside that range | 50 | s1p c3 p2 p5h |
|  |  | No lower marking | 0 | s1p c3 p2 p5h |
|  | Are the higher glass markings (manifestation) positioned at a suitable height? | Between $1400-1600 \mathrm{~mm}$ (BfE) (M) | 100 | s1p c3 p5h |
|  |  | Outside that range | 50 | s1p c3 p5h |
|  |  | No lower marking | 0 | s1p c3 p5h |

## Appendix B

5d OFFICE/WORKSHOP OMNICLASS 13-55 1100 Office or workspace

| Offices/workrooms - Accessing Features |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aspect | Requirement | Answer Range | Score <br> Range | $\begin{aligned} & \text { Answer } \\ & \text { "1st FL" } \end{aligned}$ | User Circumstances | Omniclass |
| Ceilings | Are the ceilings high enough for air circulation and to provides a generous sense of space? | 2500 mm high or higher (BRD | 100 | y | a3 d1 | $\begin{aligned} & \text { 21-03 } 109070 \\ & \text { Storage } \end{aligned}$ |
|  |  | $2400-2500 \mathrm{~mm}$ | 50 |  | a3 d1 |  |
|  |  | Lower than 2400 mm | 0 |  | a3 d1 |  |
| Storage and filing | Is there sufficient clear depth of space in front of shelving or lockers? | 1400 mm ( 1200 if knee recess provided) for all shelving/lockers (BfE) | 100 | y | p2 p3 p5w |  |
|  |  | 1400 mm (1200 if knee recess provided) for some shelving (BfE) |  |  | p2 p3 p 5 w |  |
|  |  | Less than above | 0 |  | p2 p3 p 5 w |  |
| Manoeuvring space | Is there a clear manoeuvring space in the room? | $1800 \mathrm{~mm} \times 1800 \mathrm{~mm}$ or greater (BfE) | 100500 | y | $\begin{aligned} & \mathrm{p} 2 \\ & \mathrm{p} 2 \\ & \mathrm{p} 2 \end{aligned}$ |  |
|  |  | $1500 \mathrm{~mm} \times 1500 \mathrm{~mm}$ or greater |  |  |  |  |
|  |  | less than $1500 \mathrm{~mm} \times 1500 \mathrm{~mm}$ |  |  |  |  |
|  | Is there clear circulation route in the room? | 1100 mm throughout (LO) | 100 | y | $\begin{aligned} & \mathrm{p} 2 \mathrm{sp} 1 \\ & \mathrm{p} 2 \mathrm{sp} 1 \end{aligned}$ |  |
|  |  | Less than 1100 through out | 0 |  |  |  |
|  | Is there sufficient space behind desks to navigate freely? | 1550 from table edge to wall/2050 where between back-to-back tables for all desks(BS) | 100 | v | $\begin{aligned} & \text { s1p s1f p2 p5w } \\ & \text { c3 } \\ & \text { s1p s1f p2 p5w } \\ & \text { c3 } \\ & \text { s1p s1f p2 p5w } \\ & \text { c3 } \end{aligned}$ |  |
|  |  | As above for most desks |  |  |  |  |
|  |  | Less than above |  |  |  |  |
| Offices/workrooms - Using/Interaction features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer $1$ $\qquad$ | $\begin{gathered} \text { User } \\ \text { Circumstances } \\ \hline \end{gathered}$ | Omniclass |
| Volume | Is there sufficient volume per person to ensure good quality ventilation? | $12 \mathrm{~m}^{3}$ cubed with natural ventilation (BRD) | 100 | $y$ | $a_{\text {a3 d1 }} \begin{aligned} & \text { a3 d1 } \\ & \text { a3 d1 }\end{aligned}$ |  |
|  |  | $8 \mathrm{~m}^{3}$ with mechanical ventilation (BRD) |  |  |  |  |
|  |  | less |  |  |  |  |
| Desks | What is the most suitable desk arrangement for the widest range of users? | L shaped arrangement ( BFE ) | $100{ }_{0}$ | y | $\begin{aligned} & \text { p1 p3 } \\ & \text { p1 p3 } \end{aligned}$ |  |
|  | Is the height of desks suitable for a wide range of users? | Within range $725-750 \mathrm{~mm}$ (BFE) | 100 | y | p2 p5h |  |
|  |  | Within range $750-760 \mathrm{~mm}$ (M) | 67 |  | p2 p5h |  |
|  |  | Within range $670-725 \mathrm{~mm}$ (BSpace) | 33 |  | p2 p5h |  |
|  |  | Outside above ranges | 0 |  | p2 p5h |  |
|  | Has the desk sufficient clearance underneath | 700 mm or more (M)(UDN) | 100 |  | p2 p5h p5w |  |
|  |  | $650-700 \mathrm{~mm}$ (BSpace) | 50 |  | p2 p5h p5w |  |
|  |  | Less than 650 mm | 0 | - | p2 p5h p5w |  |
| Chairs | Are the chairs adjustable in height, with adjustable armrests? | Yes (BfE) | 100 |  | p2 p3 p5h p5w |  |
|  |  | No | 0 |  | p2 p3 p 5 h p5w |  |
| Offices/workrooms - Orientating Features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer 1 | User Circumstances | Omniclass |
| Floor Treatment | Does the floor colour aid orientation? | Visual contrast with surrounding surfaces minimum LRV 20 (BfE) (M) | 100 | V | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \\ & \mathrm{~s} 1 \mathrm{p} \\ & \mathrm{~s} 1 \mathrm{p} \end{aligned}$ |  |
|  |  | Some visual contrast |  |  |  |  |  |
|  |  | No effective visual contrast |  |  |  |  |  |

## Appendix B

5d OFFICE/WORKSHOP omNICLASS 13-55 1100 Office or workspace

| Offices/workrooms - Accessing Features |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer "1st FL" | User Circumstances | Omniclass |
| Ceilings | Are the ceilings high enough for air circulation and to provides a generous sense of space? | 2500 mm high or higher (BRD | 100 | y | a3 d1a3 d1a3 d1 | 21-03 109070 <br> Storage |
|  |  | 2400-2500mm |  |  |  |  |
|  |  | Lower than 2400 mm |  |  |  |  |
| Storage and filing | Is there sufficient clear depth of space in front of shelving or lockers? | 1400 mm ( 1200 if knee recess provided) for all shelving/lockers (BfE) | 100 | y | p2 p3 p5w |  |
|  |  | 1400 mm (1200 if knee recess provided) for some shelving (BfE) |  |  | p2 p3 p5w |  |
|  |  | Less than above |  |  | p2 p3 p5w |  |
| Manoeuvring space | Is there a clear manoeuvring space in the room? | $1800 \mathrm{~mm} \times 1800 \mathrm{~mm}$ or greater (BfE) | 100 | y | p2 |  |
|  |  | $1500 \mathrm{~mm} \times 1500 \mathrm{~mm}$ or greater | 50 |  | p2 |  |
|  |  | less than $1500 \mathrm{~mm} \times 1500 \mathrm{~mm}$ | 0 |  | p2 |  |
|  | Is there clear circulation route in the room? | 1100 mm throughout (LO) | 100 | y | p2 sp1 |  |
|  |  | Less than 1100 through out | 0 |  | p2 sp1 |  |
|  | Is there sufficient space behind desks to navigate freely? | 1550 from table edge to wall/2050 where between back-to-back tables for all desks(BS) | 100 | y | $\begin{aligned} & \text { s1p s1f p2 p5w } \\ & \text { c3 } \\ & \text { s1p s1f p2 p5w } \\ & \text { c3 } \\ & \text { s1p s1f p2 p5w } \\ & \text { c3 } \end{aligned}$ |  |
|  |  | As above for most desks |  |  |  |  |
|  |  | Less than above |  |  |  |  |
| Offices/workrooms - Using/Interaction features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | Score <br> Range | Answer $\qquad$ 1 | $\begin{gathered} \text { User } \\ \text { Circumstances } \end{gathered}$ | Omniclass |
| Volume | Is there sufficient volume per person to ensure good quality ventilation? | $12 \mathrm{~m}^{3}$ cubed with natural ventilation (BRD) | 100 | y | $a 3 \mathrm{~d} 1$$a 3 \mathrm{~d} 1$a3d1. |  |
|  |  | $8 \mathrm{~m}^{3}$ with mechanical ventilation (BRD) |  |  |  |  |
|  |  | less |  |  |  |  |
| Desks | What is the most suitable desk arrangement for the widest range of users? | L shaped arrangement (BfE) | $\begin{array}{r} 100 \\ 0 \end{array}$ |  | $\begin{aligned} & \text { p1 p3 } \\ & \text { p1 p3 } \end{aligned}$ |  |
|  | Is the height of desks suitable for a wide range of users? | Within range $725-750 \mathrm{~mm}$ (BfE) | 100 | y | p2 p5h |  |
|  |  | Within range $750-760 \mathrm{~mm}$ (M) | 67 |  | p2 p5h |  |
|  |  | Within range $670-725 \mathrm{~mm}$ (BSpace) | 33 |  | p2 p5h |  |
|  |  | Outside above ranges | 0 |  | p2 p5h |  |
|  | Has the desk sufficient clearance underneath | 700 mm or more (M)(UDN) | 100 |  | p2 p5h p5w |  |
|  |  | $650-700 \mathrm{~mm}$ (BSpace) | 50 |  | p2 p5h p5w |  |
|  |  | Less than 650 mm | 0. | y | p2 p5h p5w |  |
| Chairs | Are the chairs adjustable in height, with adjustable armrests? | Yes (BfE) | $100$ |  | $\begin{aligned} & \text { p2 p3 p5h p5w } \\ & \text { p2 p3 p5h p5w } \end{aligned}$ |  |
|  |  | No |  |  |  |  |  |
| Offices/workrooms - Orientating Features |  |  |  |  |  |  |
| Aspect | Requirement | Answer Range | $\begin{aligned} & \text { Score } \\ & \text { Range } \\ & \hline \end{aligned}$ | Answer $\qquad$ | User Circumstances | Omniclass |
| Floor Treatment | Does the floor colour aid orientation? | Visual contrast with surrounding surfaces minimum LRV 20 (BfE) (M) | $\begin{array}{r} 100 \\ 50 \\ 0 \\ \hline \end{array}$ | y | $\begin{aligned} & \mathrm{s} 1 \mathrm{p} \\ & \mathrm{~s} 1 \mathrm{p} \\ & \mathrm{~s} 1 \mathrm{p} \end{aligned}$ |  |
|  |  | Some visual contrast |  |  |  |  |  |
|  |  | No effective visual contrast |  |  |  |  |  |

## Appendix B

5e REFRESHMENT omNicLass 13-57 1300 Refreshment Areas


## Appendix B



## COMMON FEATURES

A. Handrails
B. Guarding
C. Controls

## Appendix B

6a HANDRAILS
21-03 109010 Handrails and Guarding


Appendix B

6b GUARDING OMNICLASS 21-03 109010 Handrails and Guarding



## Appendix B

${ }_{6 c}$ CONTROLS


## APPENDIX C: Pilot

## Questionnaire

## Appendix C

This is a survey aimed at understanding more about your relationship with the buildings you use
You can stop and save the survey at any time by clicking on "resume later" at the bottom right hand corner of the page.

Welcome to the "Gathering insights on Buildings" survey!

And an opportunity for you to win a €100 One-4-All Voucher...


This is part of a Trinity PhD research project investigating the types of things that people view to be supportive, unsupportive or even stigmatising in buildings and in open spaces

The information and comments given in this survey will be kept strictly confidential and used for academic research purposes only
Hs focus is upon harnessing the perceptions of people who use buildings to help design better buildings
The survey should take about 10 minutes to complete

The research project is based upon a re-examination of the Universal Design concept, which refers to the design and composition of built environments so that they can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, size or capability.

If you have any questions on the questionnaire or the research project, please contact me at
osheaec@tcd.ie
Any substantially complete surveys (it isn't complulsory to answer any questions you find to be awkward) will be entered into a draw for a €100 One-4-All Voucher. If you wish to enter please supply your email address at the end of the survey. Your email address will not be passed on or used for any other purposes.

You can stop and save the survey at any time by clicking on "resume later" at the bottom right hand corner of the page.
There are 48 questions in this survey

## About you...

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=showprintable..


This section is aimed at finding out a little bit about you

## 1 [Age]Which of these age categories applies to you?

Please choose only one of the following;
OUnder 25
36-45
45-55

- $55+$


## 2 [Gender] Which gender are you?

Please choose only one of the following:
O Female
O Male
Other

3 [Home]What type of home do you live in?
Please choose only one of the following:
Apartment

- Terraced house

Semi-detached house
Detached house
O Duplex
Other

4 [Where]
Where is your home at the moment?
Please drop a pin close where your home is located. Hold down the right mouse button to pan. Then Right Click near your home to drop the pin in that spot.

Please write your answer here:

## Appendix C

## About your workplace



This section looks at your role in your workplace, and how the building design affects you and the social environment that surrounds you daily.

5 [work where]Where do you work/study? If you are part of a large organisation, please specify the particular building and block.

Please write your answer here:

## 6 [work long]How long have you worked in this building?

Please choose only one of the following.
0-1 years
1-2 years
2-5 years
C) 5 years +

7 [work type]How would you describe your work title/position?
Please write your answer here:

8 [work layout] Which of the following would best describe the office you work in? Please give a rough estimate of how many people share a room with you.

Please choose only one of the following:
Open Plan Office
Cubicle Office (enclosed by partitions that don't touch the ceiling)

- Private Office

Make a comment on your choice here

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=showprintable

9 [work window]The following question are about how close you are to a window:
Please choose the appropriate response for each item

|  | Right beside | Comfortable | distance | Too far | No visible window |
| :--- | :---: | :---: | :---: | :---: | :---: |
| How close are you now? | 0 | 0 | 0 | 0 |  |

10 [work]How isolated do you feel at your work station?
Please choose only one of the following:

- Far too exposed (to public/colleagues view)

Slightly exposed (to public/colleagues view)
Comfortable
Slightly isolated

- Far too private

It you don't have a fixed work station, please describe your general impression.

11 [work interaction]What level of interaction do you have with your colleagues?
Please choose only one of the following:
Car too much
Slightly too much
O Enough
S Slightly too little
() Far Too little

12 [work station]How comfortable do you feel in your work station (at your desk, or where you work normally)? Please leave a comment if you wish to elaborate.

Please choose only one of the following:
Very comfortableQuite comfortable
O Satisfactory

- Quite uncomfortable

Very uncomfortable

[^0]How would you describe how adjustable your work station is your needs? Please leave a comment if you

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=show printable..

## Your view of the building



This section looks at your view of how the building you work in fits your needs, and also how you feel others see it. This section also seeks information about your
general feelings about buildings

14 [building overall]Working in this building day-to-day, would you best describe the experience of it as:
Please choose only one of the following
O Very enjoyable

- Quite enjoyable

Satisfactory
Slightly unpleasant
Highly unpleasant

15 [building contrib]How much does the design of your place of work contribute:

| Please choose the appropriate response for each item: |
| :--- |
| Greatly Enhances |
| enjoyment |


| Slightly enhances |
| :--- |
| enjoyment |


| To your enjoyment of |
| :--- |
| working here? |
| To your co-workers |
| enjoyment of working here? |
| To your performance at |
| work? |

16 [building job]Do you think a new or altered building design would potentially have an effect on your job performance?

Please choose only one of the following:
O Ye

- No

Uncertain
Make a comment on your choice here

## Appendix C

17 [building job2]If you wish to elaborate on the effect of the building design on your job performance, please do so below:

Please write your answer here

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=showprintable.

The building features


This section is designed to examine how different features of buildings affect people day-to-day. Any extra description or explanation you wish to add in this section would be very useful for the research project

18 [practices spaces 1 ]
Which space, or spaces, in the building you work in do you most like being in?

Can you describe why if possible?
Please write your answer here

19 [practices space2]
Which space, or spaces, in this building do you least like being in?

Can you describe why if possible?
Please write your answer here

## Appendix C

20 [practices features1]Are there features of your place of work that you find particularly supportive in your day-to-day activities?

Please write your answer here

This can apply to any facilities (the office arrangement, kitchen or toilets, or circulation elements) or spatial arrangements (certain rooms being close together, the lay out being clear, finding it easy to oreint y ourself). It applies to facilities you find are much more usable, understandable, accessible or even enjoyable in this building than you have encountered elsewhere.

21 [practices features2]Are there features in this building that you find to be barriers to your everyday activities?

Please write your answer here.

This can apply to any facilities (the office arrangement, kitchen or toilets, or circulation elements) or spatial arrangements (certain rooms being close together, the lay out being clear, finding it easy to oreint yourself). It applies to facilities you find are noticably less usable, understandable, accessible or even enjoyable in this building than you have encountered elsewhere.

22 [practices routes]Are there any routes within this building you avoid?
Please write your answer here:

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=show printable..

23 [practices transition]Are there any transitions or threshoids in this buildings (entrances, doorways, corridors, stairs, lifts, landings, things like that) that you find awkward, difficult or confusing?

Please write your answer here:

You may refer to anythin anything you view to be a threshold experience in a building. Please elaborate if you wish to do so.

24 [practices rank1]
Please rank the importance of extra care being shown to the design of the building features below for any place of work:

| Please choose the appropriate response for each item: |  |  |
| :--- | :--- | :--- |
|  | Vitally Important | Very Important |

## 25 [practices rank2]

Please rank the importance of extra care being shown to the design of the building features below for your present place of work:

Please choose the appropriate response for each item

|  | Vitally Important | Very Important | Moderately Important | Of little Importance | Not Important |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Reception \& Public Areas | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | O | $\bigcirc$ |
| Individual Workspaces | 0 | $\bigcirc$ | 0 | $\bigcirc$ | 0 |
| Stairs \& Lifts | 0 | 0 | 0 | 0 | $\bigcirc$ |
| Corridors \& Circulation | 0 | 0 | 0 | 0 | 0 |
| Approach \& Entrance | O | $\bigcirc$ | O | $\bigcirc$ | O |
| Eating \& Cooking Areas | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Rest \& Recreation Areas | 0 | 0 | $\bigcirc$ | 0 | 0 |
| Toilets \& Washing Areas | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 |

## Appendix C

26 [practices visit1] When visitors use your place of work, how easy do you think they find it to:
Please choose the appropriate response for each item:

| to locate | Very easy | Slightly easy |
| :--- | :--- | :--- |
| to enter |  |  |
| to understand the buidling |  |  |
| layout |  |  |
| to locate the main public |  |  |
| facilities |  |  |

## 27 [practices rank4]

Please rank the importance of the features below in ensuring an enjoyable building experience in any building you might visit:

Please choose the appropriate response for each item.

Vitally Important
Very Importan
An inviting and appealing entrance and building facade
Accessible Facilities (Toilets entrances and exits. circulation, activity spaces)
Clear \& legible internal layouts (easy to orient and find things)
Good use of natural daylighting
Variety of materials and room types (different types of 'experience')
A strong relationship
between the internal rooms
and the outside space

28 [practices visit2]If you would care to elaborate on the visitors' experience in your place of work please do so below:

Please write your answer here:

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=showprintable.

## Your homelife



This section looks at how the design of your home affects your ability to carry out daily activities. It aims to see the relationship between how you view your home, and how you view your place of work.

## 29 [home design]

Is there anything in the design or layout of your home that you notice is particularly helpful or supportive of how you carry out your daily activities?

## Please describe some examples if you can.

Please choose only one of the following:
O Yes
O No
Make a comment on your choice here

## Appendix C

30 [home design]
Is there anything in the design or layout of your home that hampers or even prevents how you might carry out any of your daily activities?

If you can, please describe one or more examples.
Please choose only one of the following
Yes

- No

Make a comment on your choice here

## 31 [home design]

Please rank the importance of the building features below for a home:

| Please choose the appropriate response for each item: |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Vitally Important | Very Important | Moderately Important | Of little Importance | Not Important |
| Approach \& Entrance | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | O | $\bigcirc$ |
| Toilets \& Washing Areas | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | 0 |
| Circulation (Including Halls, Stairs \& Lifts) | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| Kitchen \& Eating Areas | $\bigcirc$ | $\bigcirc$ | 0 | 0 | $\bigcirc$ |
| Living Areas | 0 | 0 | 0 | 0 | O |
| Bedrooms | 0 | 0 | 0 | 0 | 0 |
| Storage (accessible) | 0 | 0 | 0 | 0 | 0 |

32 [Homelife]If you have any further comments on the impact of the design of your home upon your everyday activities, please type them in the box below:

Please write your answer here:

## Appendix C

## Your Social Participation



The aim of this section is to understand if the the physical environment you live in has an effect on your social participation, and how this relates to the other insights you have shared on buildings.

33 [Friends]How often do you go out with your friends or relatives?
Please choose only one of the following
A great deal
Occasionally

- Rarely

34 [friends more]Would you wish to socialise more regularly?
Please choose only one of the following
Ces
. No
Make a comment on your choice here:

## 35 [Friends Out]In the past 2 weeks, how often have you:

Please write your answer(s) here

Gone out to a pub or restaurant with friends or relatives? Invited friends or relatives over for company, tea or a meal?

Been to a friend's or relative's home for company, tea or a meal?

Please type in your best guess

## Appendix C

36 [Home location]Which of the following best describes the effect the location of your home upon your social life?

Please choose only one of the following

- A strong positive effect

A slight postive effect
O No effect
C A slight negative effect
A strong negative effect
Make a comment on your choice here

In answering this question, consider transport services as well as child-minding, security and other issues relating to where you live. For this question we would encourage you to elaborate on your reasons if you wish.

## Appendix C

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## A little more about you and your relationship with buildings....



This section looks at the effects your own body has on your perfomance in Buildings and their surroundings

## 37 [mobility]Does your mobility, or physical capabilities generally, affect your performance in the work place, or in the built environment generally?

Please choose only one of the following
Always
Usually

- Sometimes
() Rarely
- Never


## 38 [mobility which]

If so, which one or more of the following affects your perfomance?

## Please elaborate if possible.

Only answer this question if the following conditions are met:
Answer was A1'Rarely' or 'Always' or 'Sometimes' or 'Usually' at question '37 [mobility]' (Does your mobility, or physical capabilities generally, affect your performance in the work place, or in the built environment generally?) and Answer was A2'Rarely' or 'Always' or 'Sometimes' or 'Usually' at question '37 (mobility]' (Does your mobility, or physical capabilities generally, affect your performance in the work place, or in the built environment generally?) and Answer was A3'Rarely' or 'Always' or 'Sometimes' or 'Usually' at question 37 [mobility]' (Does your mobility, or physical capabilities generally, affect your performance in the work place, or in the built environment generally?) and Answer was A4'Rarely' or 'Always' or 'Sometimes' or 'Usually' at question '37 [mobility]' (Does your mobility, or physical capabilities generally, affect your performance in the work place, or in the built environment generally?)

Please choose all that apply and provide a comment:


## Appendix C

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39 [senses]Do your senses (eg. sight, hearing, touch, taste or smell) affect your perfomance in the work place, or in the built environment generally?

Please choose only one of the following:
Olways
Usually

- Sometimes
() Rarely
- Never

We include taste and smell because of the potential role of food and air-borne allergies, as well as other airborne odours, to affect your environmental experience directly

## 40 [senses which]

If so, which one or more of the following senses affect your performance?

## Please elaborate if possible.

Only answer this question if the following conditions are met:
Answer was A1 'Rarely' or 'Sometimes' or 'Usually' or 'Always' at question '39 [senses]' (Do your senses (eg. sight, hearing, touch, taste or smell) atfect your periomance in the work place, or in the built environment generally?) and Answer was A2'Rarely' or 'Sometimes' or 'Usually' or 'Always' at question '39 [senses]' (Do your senses (eg. sight, hearing, touch, taste or smell) affect your perfomance in the work place, or in the built environment generally?) and Answer was A3'Rarely' or 'Sometimes' or 'Usually' or 'Always' at question '39 [senses]' (Do your senses (eg. sight, hearing, touch, taste or smell) affect your perfomance in the work place, or in the built environment generally?) and Answer was A4 'Rarely' or 'Sometimes' or 'Usually or 'Always' at question '39 (senses)' (Do your senses (eg sight, hearing, touch, taste or smell) affect your perfomance in the work place, or in the built environment generally?)

Please choose all that apply and provide a comment:


Hearing
$\square$ Smell
$\square$ Taste
$\square$ Other

41 [cognitive]How regularly are you be aware of cognitive difficulties (eg. chronic pain such as migrane, concentration difficulties, dyslexia etc.) affecting your performance at work or in the built environment generally?

Please choose only one of the following
Always
Usually
O Sometimes

- Rarely

O Never

Cognitive difficulty unfortunately covers a wide range of conditions and circumstances. This can include congenital conditions such as dyslexia or ME, temporary conditions such as Glandular fever, and also the side-effects of aggressive treatments for various conditions as wéll as post-operation effects following invasive surgeries.

## Appendix C

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## 42 [cognitive which]

If so, which one or more of the following have affected your performance?

## Please elaborate if possible.

Only answer this question if the following conditions are met:
'Answer was A1'Rarely' or 'Sometimes' or 'Usually' or 'Always' at question '41 [cognitive)' (How regularly are you be aware of cognitive difficulties (eg. chronic pain such as migrane, concentration difficulties, dyslexia etc.) affecting your performance at work or in the bult environment generally?) and Answer was A2'Rarely' or Sometimes' or 'Usually' or 'Always' at question '41 [cognitive]' (How regularly are you be aware of cognitive difficulties (eg. chronic pain such as migrane concentration difficulties, dyslexia etc.) affecting your performance at work or in the built environment generally?) and Answer was A3'Rarely' or 'Sometimes' or Usually' or 'Always' at question '41 [cognitive]' (How regularly are you be aware of cognitive difficulties (eg. chronic pain such as migrane, concentration difficulties, dyslexia etc.) aftecting your performance at work or in the built environment generally?) and Answer was A4'Rarely' or 'Sometimes' or 'Usually' or 'Always' at question '41 [cognitive]' (How regularly are you be aware of cognitive difficulties (eg. chronic pain such as migrane, concentration difficulties, dyslexia etc.) affecting your performance at work or in the built environment generally?)

Please choose all that apply and provide a comment:
$\square$ Concentration Difficulties
$\square$ Forgetfulness
$\square$ Interpretative Difficulties (eg. Language, Dyslexia)
$\square$ Othe

## 43 [senses all]

Do you have anything which might 'normally' be considered an impairment or disability which you feel contributes positively to your experience in buildings, or your insight into builingds? If so, please decribe if you can.
Please choose only one of the following
O Yes

- No

Make a comment on your choice here:

## Appendix C

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## 44 [disability]

Have you had what you would describe as disabling experience in a building or a built space?
A quick example or examples would be very helpful>
Please write your answer here:

45 [disability]How often have you encountered disabling experiences in buildings?
Please choose only one of the following
D Daily
Often
Sometimes
() Rarely

Oever
Make a comment on your choice here

46 [disability] Which of the following terms do you think best describe the negative experiences in buildings/built spaces that might be associated with impairment or disability?

Please choose the appropriate response for each item.

|  | Very Appropriate | Moderately <br> Appropriate | Not Appropriate |
| :--- | :---: | :---: | :---: |
| Frustrating | 0 |  |  |
| Limiting | 0 |  |  |
| Undignified | 0 | 0 |  |
| Discriminating |  |  |  |
| Patronising |  |  |  |
| Marginalising |  |  |  |

## Appendix C

http://survey.researchthecity.com/admin/admin.php?action=show printable..

Finally......
You have reached the last page! Thank you for taking part.
47 [email address]
I am looking for volunteers to participate in exercises to investigate at a greater depth people's perceptions of the built environment. This will involve keeping a diary for a short period of time of your daily interactions with buildings and built spaces. If you might be interested, please click yes below and enter your email address in the comment box. You will have made no commitment to be a participant at this stage - I will simply arrange a meeting with you to describe further what this entails.

Please write your answer here

## 48 [prize]

Every substantially complete survey will be entered in a draw for a C100 One-4-All Voucher. If you wish to be in the draw, please enter your email address below.
Thank you for completing the survey!
Please write your answer here:

## Appendix C

Thank you very much for taking part
For any information on this project you can contact me at:
osheaec@tcd.le

> 01.01.1970-01:00
> Submit your survey.
> Thank you for completing this survey.

## APPENDIX D : Diary Transcripts

## WESTLAND ROW

BARRY DIARY

Monday 11th
dull entrance into Hamilton - not a very inviting/inspiring start to the week (IMG 0466)
awkward entrance - a circuitous route around base of stairs to our door (IMG 0467)
depressing neglected notice board (IMG 0468)
lovely banister, grans house, warm \& homely - a nice touch in an office environment (IMG 0469)
singing on the street, nice to have a sense of the antics/dynamics going on outside our insular office. Queen/Marathon/Protests/Ducks/ (IMG 0470)

Tuesday 12th
Love the warm tiles in the Swimming Pool - Walking in bare feet - don't like the crampedness of some of the changing cubicles - especially when you have to bring a bag in there with you.

Find fire doors irritating in public spaces - forces you to run to catch up with person ahead to catch the door - or creates indecisions about timing and what is the right/polite thing to do. They can really humiliate you if you try and push against them as they swing back
like the low benches and catch the news headlines on the way out of pool moment to pause

Don't like the fact that there is never any natural light in the changing rooms in clothes shops, hard to know what things are going to look like in reality (IMG 0471)

Wednesday 13th
Love spacing through the skylights in my bedroom - clouds moving - instant appreciation of weather (IMG 0478)

Thursday 14th
Light switch issue on way out of TH
Feeling trapped in Pearse after turn style - only finding out after through turnstyle that next dart is not for 15 min

Enjoying the sound of rain hammering on the covered roof o pearse (IMG 0490)

Prefer the old wooden benches than the metal seats because they are warmer - but don't like that they make you sit in a very upright position - they have a hard corner at the top (IMG 0491)

Sign in front of news headlines screen in pearse irritating (IMG 0491)
Heat, space, comfort on the Dart

## BARRY PHOTO CAPTIONS

1. My Gloomy Main Entrance
2. My Gloomy Main Entrance
3. Uncared for Wall
4. Street antics, singer
5. Artificial light
6. A welcome distraction and a time for pause
7. Morning view
8. Welcome shelter
9. A moth to the light

## CIARA DIARY

<Page 1>
$2^{\text {nd }}$ Nov Friday
08:45 Locked door @
16 Westland Row. ARSE. Had to go ALL the way around + enter via the Bck door \& the Hamilton Building.

That's different - so quiet at this time.
And cold too - if I was a student I
wouldn't like hanging
out in the Hamilton!
<Page 2>
08:50 - Ahh... helped the
cleaning lady carry some
boxes (supplies) in the back
door - up to the second
floor. She seemed
genuinely grateful to
have help.

## Appendix D

<page 3>
08:55 Coffee ... amd I'm on a role - remembered to turn on the shared server (Oliver's pc) while downstairs.

As usual - no one in that office at this time dark.

10:26 Office qiuiet - but blue sky (photo 1)

Actually - office so
quiet - [colleague 1] not in \&
(photo 2). [colleague 2] not in
<page 4>
When [colleague 2] not in -
the corridor is so dark. Don't like this.
(the dark corridor - not Mark's absence!)
11:06 - Coffee Break
Room downstairs still
dark (presume empty). Was
tempted to turm on light
anyway - but then the energy
saver in me said no
<sketch of lightbulb>.
<page 5>
12:26
We are locked in! The front door is locked \& apart from the emergency key - we don't have a key. Funny how it
upsets people's days -
going for smoke/lunch etc.!
14:21 Yep - office quite different without Tom next door. We don't work together - but the office seems quite empty when he's not there. Nice light coming in thro' his office windows though - prompts <page 6> me to look up @ roof of Hamilton Building from my desk - always good to know what the weather is doing outside - grey at the moment.

17:10 - Out of the office
Hamilton quiet on a Friday evening nice walk to a

Stephen's Green - where I get the green Luas for only the second time in my life!

17:40 - On the road to
Wexford. Something nice about
getting out of city on a
Friday after work. And it's
a night away from home too.
<page 7>
11 pm - Wexford Opera
House. Great show (not
opera more of a Tango-
esque treat. But the place was great
Wandered around Wexford
town - liked it. Nice
atmosphere \& quite a
few people - maybe
because of the festival.
*A couple of photos in the
opera house.
<page 8>
$3^{\text {rd }}$ Nov - Saturday
11 am - Late start (after
late night!). Another
wander around Wexford
town. Finding the sunshine/
fresh day refreshing \&
makes me like Wexford town a lot more. The
last time I was here it rained constantly.

12:10 (ish).
Coffee shop in Wexford town.
Place is too open - not very
cosy. We triedto get a
<page 9>
seat in the Wex Arts centre
coffee shop - it was too busy.
Preferred it there. Anyway -
brunch here was fine - just
wouldn't be back. No
photo - sorry.
5pm. Back home. Dark
already - where did the day go!

9:30pm - with photo.
Mezz bar Temple Bar.
Downstairs in Industry.
Hmm - not my kind of place.
So dark \&
<page 10>
dismal. Here to see a friend's band - "Night
blind." After the initial 'Oh - I don't like it here' met Cormac (lead singer

+ friend) and pretty much forgot about the dismal surroundings. A few others also came in which is nice to support Cormac. They went on stage about 10 pm \& the place had a few more people - which helped *Photo
<page 11>
Sunday $4^{\text {th }}$.
10am What a grey morning.
My plans to go for a run are put on hold. Grey, grey, grey outside. Raining constantly.

12 pm How can it still be
raining. There hasn't been

## Appendix D

many days like this when
I've been inside - looking
out - wondering when it's
going to clear up.
<page 12>
9pm
Rest of Sunday was spent doing family stuff. That involved driving silly amount of kms - motorways \&
covered roads. Good that I can be out of city/M1/M50 \& in country roads quite quickly.

Driving back on M3 my 4 year old nephew knew he was close to Dublin because of the numbers of cues. He also mistook an aeroplane for a 'planet' - which got us talking <page 13>
about aliens. Interesting to have 2 little folk in the back of the car discussing where we were based on their memories. Example - services with Supermacs - "it's like McDonalds Roo but it's not McDonalds". 'The Strand' in Rush - as we drove passed! Remember we were there [Ciara] and there was the fat woman - she ate too many treats".
<page 14>
Monday $5^{\text {th }}$.
7:30AM
Really - I actually giggled \& smirked when I thought I'd left a light on in the kitchen/living room - but it was actually sunshine breaking its way into the apartment. Monday morning blues were put firmly in their place thanks to

## Appendix D

Winter sunshine. Yep - let's do it - New Week!
<page 15>
8:10am
It's not just me - other people seemed more cheerful today @ Donabate train station.

8:30am
Started thinking about Dublin city \& train stations.
Reckon about 10\% of the carriage got out @
Connolly, 10\% @ Pearse, but a whopping 80\%
at Tara. Centre of the city perhaps?
<page 16>
D'oh! The fucking front door. How annoying is
that? Still locked and no key - so around I
have to go into the Hamilton Builidng. It's quiet here
this morning - are students off or are
there just no 9am morning lectures
anymore
<page 17>
10:46
Yep - the sun is still shining + blue sky when look up to Hamilton ceiling.
11:30
Monday mornings in the TrinityHaus + cold! Building
takes a day to warm up after the weekend.
And definitely more quiet out there in
Hamilton than usual.
<page 18>
12:37
Having the office doors open - more social. Easier
to ask those quick questions between colleagues.
2:05
Gym - still has smell of paint (last week?)

## Appendix D

But paint smell reminds me of Spring cleaning -
Also the word 'fresh' springs to mind. So
It was a good start to a workout.
<page 19>
2:35 [colleague 2] not in - So the door still closed corridor quite dark (still!).

16:35 Strangely enough - colleague spoke on the phone today - in total probably more than he speaks in a whole month! No problem ,but it does affect concentration levels! As mentioned though - this is not the norm!
<page 20>
20:25
Ahhh - chilling out @ home cold outside. Warm \& cosy indoors. Candles, soft lighting, a book \& some music. Yep - relaxed.

Tues $6{ }^{\text {th }}$ Nov
09:40. The locked front door is annoyed everyone!
Small inconvenience - but it's the talking point!
14:05; Someone rang the front door - the
embarrassment - had to ask the person (through
<page 21>
the letter box to go around to the back
door. What a welcome
16 Westland Row
<sketch, letterbox, speech bubble "You are not welcome"> Shocking!
<page 22>
14:30
Oh I'm on a role now. The door thing must have got me started! Why do people expect you to drop everything to help them - when really a little bit of effort could be put in themselves

Appendix D
and the outcome a lot better. I think I handled it quite well, non committed followed by an e-mail. This person will soon realise...help is there but don't push it.
<page 23>
16:14 Something that just came to mind. I find the gym (Sports Centre) is a 'warmer' place when you actually knew people there. Not since 'warmer' is the right word, But, a public place like that - can be quite hostile at first. If the staff make as effort to get to know people (even slightly!) - then I believe they will be happier to return - and more comfortable. Or maybe that's just me? Today I spoke briefly with 2 staff members!
<page 24>
17:40
Sat on the LUAS Red line - from georges Quay. Wandered thro the Chq building on the way. I've always liked that building - but recently it always seems so empty. This evening was no exception. More shops have shut up. Not many folk in the coffee shops. Made it feel like quite a lonely spot and although the warmth while passing through was nice - won't be back to 'do coffee' soon.
<page 25>
19:20 Just left James Hospital. No matter how much
a hospital tries to decorate the interior - a
hospital is still a hospital and I hate them.
The smell. So many sick people. I always count

## Appendix D

my lucky stars - never needed to go to a hospital for myself - just visits. I wonder how nurses/doctors etc can be cheerful everyday with a hospital for their workplace. Amazing people. Guess I just see the sick people and not the people, - now healthy - going home.
<page 26>
Wed $7^{\text {th }}$ Nov
13:10. Yeuch - Kilkenny Design Shop. How cluttered. Had
to go buy a gift - but every movement comes
with the fear of knocking over E1000 worth of Orla Kiely crap! Why do people pay E20 for an Orla Kiely mug?! To add to the god awful experience - Christmas things to greet you at the door way.

13:30 National Gallery for a coffee - much deserved <page 27>

This place is also busy - but not like a sardine can! Love the light \& spaciousness in here. Didn't use phone - just some people watching. 16:56 - Feck where did that afternoon go? Concentration levels must have good. Oh maybe it was just quiet in the office - yep - it was - everyone was quite busy!
<page 28>
19:30 Missed the rain while in the gym, I like wandering- around the city after a rain shower Shops all closed - so the city seems more 'normal'. Not sure - kinda like - 'this is me -
the city - when all the doors are closed'. It got me thinking about Christmas!? Not sure why I hate the commercialisation (shops?) but like the actual festival.
<page 29>
19:45 Burrito Bar - the décor 7 music means I could have been in Mexico. Good work by them I guess. Window seat - looking out could have been in ANY city judging by the passers by.

20:30 Gig - Workman's Club. I like this place.
Small rooms - homely feel to it.
<page 30>
Thurs $8^{\text {th }}$ Nov
08:15 Got in early - despite the late night gig! All quiet in TrinityHaus \& Hamilton Building. Bright morning though - so not as dark as usual in the unlit office.

09:30 - The 'who done it' Conversation!! It got me thinking - I assumed external - I like that. I never thought that it was one of the people in here. And staff versus students guess it's never going to die. Not good.
<page 31>
Friday $9^{\text {th }}$ Nov
09:10 Yikes - forgot to enter anything yesterday afternoon. Maybe there was nothing of interest?! Back on form today - will try and remember to enter a few more details!

## Appendix D

09:15. Office quiet. Grey outside. At least
it's Friday.
11:50 Two coffee breaks with the 'Middle Floor' <page 32>

TH folks. Good to chat - whether it be about work related things or not. Important to have those coffee breaks.

15:50 Realised what's different about the ground floor office. [colleague 3] is gone! Previously, if a light on or any hint of noise - I'd stick my head around the corner for a quick hello. It seems quieter these days - either the <page33>

People in there are extremely quiet - or just not there as much as usual. Guess [colleague 3] did keep to a 9 to 5 type thing - although he might argue with that.

Writing in this has just reminded me - I need to go put on the dishwasher now. Nothing worse than a stinky dishwasher first thing on a Monday morning!
<page 34 >.
18:00
Wander around town before dinner/drinks
with friends. Busy feel to town.
21:30
Tara St. train station. End of the week. Ahh looking around - everyone waiting on the train seem to look relaxed - end of week relaxed!

22:00 Home. Relax! Comfort, cosiness and content!

## CIARA PHOTO CAPTIONS

1. Dark Hall
2. Blue sky - from desk
3. Busy space - quite cluttered
4. Homely Light

## EVA DIARY

<Page 1>
$4^{\text {th }}$ Sept
MY ROOM (OFFOCE, T.F.
T.HAUS)

- Door has no signage

WHO'S HERE?

- No signage \names
on Desks, again
who's here?
- lack of storage
- no non-functional
wall decoration
- poor seat quality
- heating controls are
impossible to access
<Page 2>
* stop valves ON but
radiators (cheap n inefficient)
are blocked by desks
a/c controls are visible on wall
beside door (expensive, also inefficient)
* secondary glazing on
windows is broken
* poor lighting

Controls

* no individual lighting


## Appendix D

<Page 3>
*no labelling on
light switches
<Page 4>
<Page 5>.
Wednesday
ENTRANCE HALLWAY
(BASEMENT)
-NARROW
-DARK
*-NO SIGNAGE* (arrow) NO PEOPLE
-clutter under stairs
-Paper stuck to
wall!
Main entrance
from westland row
has many of the same
problems.
<Page 6>
<Page 7>
THURSDAY
BASEMENT FL T.H.
the "den" is completely
cluttered, walls are
bare, dirty crockery,
fridge is filthy.
tables are really inconvenient
for eating lunch
Should photocopiers
be in unventilated
rooms?
<Page 8>
and the 'ideas"
lounge is dark, cold
sterile and uninviting.
It's little used
because the meeting
room is far
more
practical.
<Page 9>
FRIDAY TH.
The bathroom scares
me.
There are no windows
I'm always scared
I'll end up trapped
esp @ the weekend and
on Fridays

Also the lighting
around the building
is terrible

- no labels on switches
<Page 10>
Dimmer function not
needed, no
individual, task
specific lighting
<Page 11>
SATURDAY => GRAND
CANAL

DOCK
THEATRE
I love the intenal
layout of this building
esp the theatre itself.
Seats are wide and
comfortable, slope is
just right so you
feel close to the stage
w/o your view being
blocked
<Page 12>
<Page 13>
there's a problem of the
stairs from the top
of the main auditorium
to the ground
floor. => big traffic jam and
too over-crowded
<Page 14>
Sketchesof GC Theatre
<Page 15>
SUNDAY MY APARTMENT
$\Rightarrow$ SMALL BUT PERFECTLY FORMED, though you could take out the hall 7 make the kitchen bigger, but you'd need to move the bathroom door. I especially like the full patio door @ the
<Page 16>
end of the sitting room.
west facing for evening
sunlight.
the courtyard annoys
me. Kids play around the
cars, why are
cars more important
than kids?
<Page 17>
<Page 18>
MONDAY T.H.
STUDENTS ARE BACK
ITS NOISY.
Vey noisy, It's
also cold because
the window is open,
w/o open window its
stuffy.
We have a/c but
seriously I've no idea
why.
<Page 19>
<Page 20>
Radiators in winter
are very ineffective 7
controls are blocked 7
very difficult to
access.

## EVA PHOTO CAPTIONS

1. The Hall
2. The other hall

## LONG ROOM HUB

MICHAEL DIARY
$3^{\text {rd }}$ September
<Page 1>
First Impressions,
Lunchtime Monday sep $3^{\text {rd }}$.
One of the first
things I always
notice about the
Long roon Hub is
the difference in the
stairs. The first
stairs is wide, bright
and has more glass at
the top so going up
always feels like the room
is getting brighter. Its
a nice way to
enter the office.
<Page 2>
by contrast, the back
stairs is fucking horrible.
Cramped, green floor, bare
cement walls make it feel
like a cold industrial
space rather than a
intellectual research
building. There's even a
ladder just left at
th top for god's sake!
It wouldn't be so bad except that's where the
toilets are so you have to
use that stairs.
<Page 3>
The Chocolate Factory
Loftus St Monday Evening
In for rehearsals in this old building that
is currently being
refurbished. The space itself is a
bit dusky \& messy but
the scale of the place is
lovely. High ceilings,
lots of open space
and the derilict look
gives the place a bit of
an illicit thrill. And
there's just so much space!
<Page 4>
The unfinished nature of
the building gives a real
sense of "something happening"
which is quite exciting.
Tuesday afternoon,
rehearsal space in Lantern yard. Just
off Camden St.
I hate beige.
it's a horrible colour
and the red carpet
only makes things worse.
<Page 5>
I do like the high
ceilings of the place
though. 's nice.
Lantern yard Thursday
Really like the open
courtyard with the massive
gothic church looking on
it. I really like being
in a kind of modern
space looking at
older buildings. Kind a
like the best of both
worlds.
Also, one ugly ass
fire escape!
<Page 6>
Actually the fire escape
of the lantern yard is in seriously
Bad nic.
The bottom of the
cage is full of debris
and the opening is
blocked by a bin.
This makes me a bit
anxious as it's a
fairly important
thing to keep clear.
Makes me worried about
the rest of the building.
<Page 7>
i.e. what else is wrong with this place?
<Page 8>
Long room Hub
Thursday. afternoon
Another fine example
of being in a
modern space,
looking at old buildings.
Lovely.
Shame about the arts
block in the other side. ICH!
One thing I have
noticed is a near
complete lack of
<Page 9>
plant life in the
LRH. Like looking
out over the greens
is enough.
Though I do find
it quite calming to
be able to watch life
pass me by from
such a height.
<Page 10>
Another odd thing
about the long room
hub. In the "ideas
space" or breakout
room or whatever

## Appendix D

( $3^{\text {rd }}$ floor) the hole in
the floor lets one
hear people talking in
the foyer quite clearly.
Sometimes makes it
seem there are more
people on this floor
<Page 11 >
Which can be disconcerting.
Nice having
trees outside
bathroom window.
Adds calming sense
of isolation.

## MICHAEL PHOTO CAPTIONS

1. Occupied by artists
2. A stairwell that makes sense in the LRH
3. Unfinished construction on a finished building
4. What is this stairs doing in this building? Where did the green come from?
5. The shadows of leaves
6. Immovable
7. Motion sensor lights. Sensor in least used pat of room
8. Lovely trees from the bathroom window
9. The view o dining hall and postgrad reading room
10.Boom! Church
10. Space to enjoy the view
11. Why not go the whole way up
13.Transformation
14.A sense of transformation
12. What was this building with its massive stairs?
16.Framed by plants, overlooked by glass
13. Chocolate factory interior

LIAM DIARY
PAGE 2
Monday 24/06/13 09.40

Have spent the day here
but not too much work done. Lots of noise today and Monday feeling of just settling back into the rhythm of study. Had various phone calls.

Everytime someone calls I go to the back stairwell. Ive only realized lately that people can hear me talking - embarrassing after all the phone fights with my girlfriend I've had on those stairs

PAGE 3
Now is my favourite time in time in the hub. It's
quiet, not so much noise from Grafton

Street, light is gentler.
I'll take a photo, maybe
that will catch it...
I'm looking at the books
on other people's desks.
I see something on
Winstanby, guy
who resisted enclosures
in $17^{\text {th }}$ cent. england.
One great thing about this
space is seeing other

## Appendix D

PAGE 4
people's books. Other
Intellectual worlds. For
A moment I want to
be a historian. I'll
take a picture of that
too. You probably
won't be able to make
it out too clearly.
That's all for now - it
hasn't been a very
productive day and I think
best to cut my losses
and make myself
some nice food at
home. Until tomorrow!
PAGE 5
Tuesday 25/06/13
20.18

A more productive
Day! 1000, words!
I arrived late to
work. Procrastination
is a problem,
especially for PhD
students. We don't
have bosses \& can
therefore manage our
own time. I spend
mine on avoidance.
We can always avoid
work. Instead of writing \& reading

PAGE 6
what we should we can
read something else.
Also space. Instead of being where we should we can be somewhere else. Thus
coming to work after lunch. But spaces can also make us want to avoid them. The procrastinator wants to avoid tension, the moment of conflict that is the blank page. Spaces too are conflictual "Take you a course, get you a place". We fight for places, to dominate space. To avoid work, PAGE 7
is to avoid fight for place. In Santiago the postgraduate students with scholarships were allowed to study in a special room upstairs from the library. The plebs were on the bottom

## Appendix D

floor with the
undergraduates.
When I got my
Scholarship I literally
ascended. So when I
came to the hub,
with its view of the
PAGE 8
spire, looking down on
the other students as they
cram into the library
I thought of place \&
power. Happily, here
I don't notice the
struggle for place so
much, perhaps because
I'm older. When I was an
undergraduate in Cork,
I noticed more. The
areas where the
cool kids spent their
time, the student bars
dominated by awful
Student Union types.
Somehow the hub isn't
PAGE 9
like that. It's not an intimidating place.

I'm rambling - sorry
Eoghan! I'll take some pictures of the beautiful
views from here, the ones that made me feel that I'd made it!

PAGE 10
Wednesday 26/06/13
Today I managed to trap myself in the back stairwell. On entering the hub I went straight to the ideas space for coffee, and left my swipecard behind me.

I had to knock on
the door for someone to let me in.

This happens pretty regularly. If I had been on my own I would have had to exit

PAGE 11
through the ground-
floor emergency exit, Go to the security desk at the front gate and get them to let me in again. I'm generally absent-minded so this happens a lot. Three interactions today

1/ Short exchange of

## Appendix D

witticisms with a
colleague who was using
fourth floor landing as
training area - he was
togged out, with paraphernalia,
PAGE 12
skipping rope, everything...
I told him I wished I
Had my ca'mera...
2/Conversations about
Lucretius with girl
Studying classics.
Great conversation
-we tend
not to do this enough, as people doing PhDs, university
people in general, often
don't want to
embarrass each other.
But I've had
some great conversations
here. Think that's one of
the functions of the
PAGE 13
university - teaching
people how to talk.
This doesn't happen too
often, but sometimes it
does, and I've had
some beautiful
conversations here.
3/Waked through ideas
space \& listened to
Spanish people talking -
there's a conference
on Spanish theatre
going on today. Lovely
to hear Spanish again -
they talk so loud!
PAGE 14
I'm just going now to
Check if they left any
Food in the ideas
Spaces. I walk
Over to the central
Glass pillar here
I can see what's going
On in the ideas space.
Sometimes after conferences
they leave some nice
food. I'll take a
picture of the
view... No food!
PAGE 15
Just thinking of alternatives
I'm presented with everyday.
The basic ones are something like this:
<sketch>
PAGE 16
Strange, no one path
really dominates over the

## Appendix D

other, apart from the
fact that I
don't go to $2^{\text {nd }}$
floor too much.
Mostly I go straight to
4, or circle between
3\& 4.
Anyway, that's
all for today!
PAGE 17
Thursday 27/06/13
17:45
Had one social moment
today - a brief
Conversation in the lift.
Which is strange.
Normally the lift
is a private space, in
which I can indulge
my narcissism.
Everyone checks themselves
out in the elevator,
I'm convinced.
Socially the hub-space
is strange. We see the
same people every day
but social contact
PAGE 18
is limited. In reality
We might make
Friendships with 2 or

3 people. Otherwise
We are left to our own
Devices. I think this
is good, the choice.
Our carrels allow us
a sense of privacy in
a shared space. This
is important when
studying - not
complete isolation
but also the assurance
of not being disturbed.
They're cutting the
grass outside -
another university
PAGE 19
ritual - in UCC it
meant exam time.
This space changes
with the seasons. In
winter the windows are
shut (less noise) and
it provides a nice
barrier against the
cold \& rain. Without
it you have to run
between the different
buildings - dragging
your sportsbag with
you if you want to
go to the gym.

PAGE 20
It's nice to be here at night in winter too.

The striplights on the $4^{\text {th }}$ floor desks are beautiful on dark nights.

Summer is not as pleasant as it turns a little stuffy and the noise from the street can distract. Maybe it's because it' s more difficult to study in summer in any case

PAGE 21
Friday $28^{\text {th }} / 06 / 13$
14:50
I'm studying in my
favourite place in the
hub, the alcove
by the windows in the
ideas space. When I first
came back to Dublin, after
6 years abroad, I used
to sit here and think
how lucky I was to
be in such a beautiful
space, I had the
fortunate, and strange
PAGE 22
experience of being
both an insider \&
an outsider, Insider
because I was occupying
the space, outsider
because I was a
student in a different
university. Perhaps my
experience of the hub
is different to
others then, as I
am not involved in
any TCD academic
hierarchy, and my
PAGE 23
being here doesn't have
the same significance
for me that it might have
for students who
are involved in TCD's
systems. At the moment
the hub is very quiet -
Friday afternoon lull.
The window opens onto
mountains of grey, buildings
and clouds. It's almost
a pity to study here,
it's so peaceful just
PAGE 24
looking out the window.
I think of all the time

## Appendix D

I've spent here, the opportunities I've been given through the people I've met here. Friendships, housemates, even brief romance has come from my being here.

The space is
beautiful but
my
memory of this space
and of all the
others I've been in,
PAGE 25 .
is the collection of
intensities, the people
I've seen,
Heard, spoken to,
The presences I've
Felt. That's why we
Describe
Memories as happy
Or sad, every image
from our past is
affect. That's why poetry thinks in images,
retrieves the emotional
tonality of past experience
through sensual imagery.
PAGE 26
Maybe I'm rambling
again Eoghan. I hope
This stuff can be
useful to you.
I'll take a photo from my
favourite spot in
the hub, of a view
of the wind through
the trees that a
photo can't
remember.
P.S. Just thought one

Last thing about the
PAGE 27
hub, which is important.
It's main advantage is
In terms of storage.
I can keep my
Sportsbag here, my
Books. I don't have
To drag stuff around
With me. When people
Come to visit me in
Dublin I can drop
their bags in here and
then go for drinks
in town. This is one
thing you notice when
<PAGE 28>
you leave
hub like I did for
a few months last

## Appendix D

year.

## LIAM PHOTO CAPTIONS

1. Ideas Space Winter Garden
2. Ideas Space window
3. Winter tea garden
4. Ivory tower view
5. Ivory tower view
6. Hub workplace looking
7. Hub workplace looking down

## CIVIC OFFICES

CATHERINE DIARY
15 to
$21^{\text {st }}$ NOVEMBER
<page 1>
Fri DCC 9.15am
The car parking
Spaces are very
Narrow. Again my
usual space was
taken. I can
open both doors of
the car easily
if I get my usual
space which I need
to do to get
the children in
and out!
<page 2>
I enjoy my walk to the crèche in the morning.
The doors in the carpark are heavy and difficulty
to manage with a buggy. Fire doors
<IMAGE 1 PLAN OF LIFTS>
<page 3>
Then my next obstacle is the makeshift porch/ exit/entrance at the rear of the ground floor <IMAGE 2 OF REAR EXIT PLAN> I don't think it was meant to be an exit to the building.
<page 4>
I love working in my building -
the atrium space makes me happy
when I walk into every morning.
I enjoy working in a large building
with open spaces.
<page 5>
To complete journey to the crèche
I exit the building and walk across
to the gf [ground floor] of the bunkers.
There is a security guard on the gate
because of the anti-social behaviour
around the building. There is also a
<page 6>
large railing around the crèche
play area. This was built
about 6 years ago because
of the anti-social behaviour.
<page 7>
On my way to the creche
I always look into the
canteen through the windows.
Admire the trees around the amphitheater and then walk
by the entrance to the Wood

## Appendix D

Quay Venue. The Wood Quay
Venue is one of the nicest spaces in the whole Complex now.
<page 8>
The amphitheater is great in
August. When they hold the
operas and also as a place
to eat your lunch in the sun.
Fri pm
[daughter] has a playdate
at the house.
<page 9>
Saturday 9:00
A quick shopping trip to Dundrum Town
Centre. Itis great how accessible it is with the family parking (places still available as we are early), the wide circulation spaces and the level access to everything. The shopping centre has designed everything to attract the buggy user.

All the shops
<page 10>
are negotiable with the buggy. Today we use the trolley. A quick shop in Tesco using the baby \& a child trolley so my one year old doesn't fall over <IMAGE 3 OF TROLLEY>
and the 5 year old walking beside <page 11>
me. The trolley has
a wheel brake which is also great. We don't have to worry about him rolling away from the car when filling the boot.

Tesco is your standard
Supermarket. Artificial
lighting \& tiled floor
but its layout
of shelving is quite
sensible \& easy to
use.
<IMAGE 4 OF LAYOUT OF SUPERMARKET>
<page 12>
The christmas
decorations are the
highlight of the trip
for my 5 year old.
They make good
use of the voids
near the lifts to
create impressive
3 storey moving santa
Displays. A new
toy shop has
opened which
we make a quick
visit to - with the

## Appendix D

trolley!
<page 13>
The entrance is
Very attractive for
Emily - a glass façade
with 2 doors - 1 for
<IMAGE 5 - TOY SHOP FACADE>
adults \& one for
children.
Afternoon spent
At home and then
[daughter 1], [son 1] \&
[husband] went
off to the Rugby.
<page 14>
<BLANK>
<page 15>
Sunday
Grandaprents \&
Sister over for brunch. Fortunately
We have a large
Enough kitchen
Space \& table to
Entertain.
<IMAGE 6 OF KITCHEN PLAN >
Children have a
great morning.
[daughter] is off to a
Birthday part[y] @
<page 16
1.30 in a church

Hall. The whole class
Of 30 is invited
So houses are
becoming too small.
The church of Ireland
Hall is not expensive
To rent and given
Space
<IMAGE 7 OF HALL>
<page 17>
The hall space is <perhaps "cozey"?>
painted pink internally
with timber roof

+ white painted
Storage. Timber flr [floor]
Playball has
been orgainised to
entertain everyone
in the hall for
$1 \mathrm{hr} 1 / 2$ and then
food in the
room off the
kitchen.
2pm
I go to UCD for
A walk with
[husband], [son 1]
<page 18>
+ [son 2]
while family is
at party.


## Appendix D

UCD has improved
so much lately
around the
science block +
library + lake.
They have relandscaped
the area, removed
steps where
possible + graded
the ground. See
photos attached.
<page 19>
Also the néw
Sports centre
is great and the
old car park to
the rear of
the student
centre is being
relansdcaped now.
I think the cars
have been removed
from this area
and it will
be a student
hub.
We feed the swans
and ducks.
[son 1] scooters
<page 20>
beside us as
we walk the
campus for an
hour.
4pm
Home for the
evening
<page 21>
MONDAY 7.45
Drive to work
With [son 1] +
[son 2] in
Car.
8.15

Arrive office. Traffic
not too bad.
Drop [son 1] +
[son 2] to
crèche.
The crèche is
good. It is small.
The numbers are
low.
<page 22>
The crèche is in
The basement of
Block 2. It is west
facing. Each room
has a glazed wall
to the east.
Lots of light for
the children. The
ancillary spaces
are built into the
back of the building
(the cliff). Block 2
It is linked to the
Civic Offices for all emergencies like fire
drills etc. You have
to go to the crèche
<page 23>
to help out and
the children are
brought to the
basement of Christchurch
cathedral. That is
their sanctuary
< IMAGE 8 OF CRECHE PLAN>
<page 24>
10am
Morning coffee in
the larder on
Parliament St.
Office is cold
today. They
have replaced a
radiator behind
me but it is still
cold. The
building manager
proposes draft
proofing the five exit

Appendix D
opposite me as the
fire stair is not
heated.
<page 25>
<IMAGE 9 OF FIRE STAIR PLAN>
The heating is
not turned on before
8am to save on
cost!
<page 26>
The toilets \& water
fountain \& coffee
are located at
entrance to office
which is quite
far from my desk.
10:30
I have a meeting
today in the
meeting room
Rm13. We used
To have 2 meeting
Rooms but the
other one is an
office now as more
<page 27>
staff are brought
back into the
building to reduce rent costs or
seconded positions
are over as agencies
are closed.
I love the large window
in the meeting room but
is it with my back to
them so I am not distracted.
Home time

- 1 pm

Collect the boys
And get in the car.
Called Emily at
2.30.
<page 28>
I stop @ house to
get a picnic and
change \& grab lunch
2.30

We wait outside
Emily's school for
Her. There is only
parking on the
street so you
need to be
early.
3pm
Airfield. We meet
<page 29>
a friend at the
newly reopened
Airfield.
The new Airfield
is great. It has .
a lovely café and
the house has been
restored but some
of the original casual
charm has been
lost (for the moment
anyway). The
Management is
also very poor at
the moment. They
<page 30>
seem to be
training in on the
new systems whilst
being open for
customers!
The electronic pedestrian entrance gates
are a nightmare. They are dangerous for small children
Children are a big
part of Airfield's
customers.
<page 31>
<BLANK>
<page 32>
Tuesday
Work with Sebastian
and Mathew.
Mathew scooters
across to the
creche. The
shared surface

## Appendix D

(cars \& pedestrians)
between the buildings
is worrying when
he scooters
ahead.
8.45

My desk is in the
middle of the
<page 33>
<STRIKE THROUGH>
<page 34>
<STRIKE THROUGH>
<page 35>
office plan. I have
no windows.
People @ at the windows control
the natural ventilation. Blinds are not
allowed on the North facing façade.
There can be a terrible glare on your
computer șcreen if you are
<page 36>
beside this window
<IMAGE 10 OF OFFICE PLAN>
<page 37>
collect [daughter] from
school @ 1:30pm.
The school is new
$\rightarrow$ New extension.
Classrooms are
ensuite and have
direct access from

Appendix D
yard.
<IMAGE 11 OF PLAN OF SCHOOL>
<page 38>
You collect your
Child from the classroom
floor. The teacher
passes each one
out as she sees
parent outside.
This is a very good
system but would
lead to a lot of
heat loss in
the morning and
afternoon.
<page 39>
Giddy studios
In Dundrum town
Centre.
We go to paint
Pottery for a gift.
The pottery studio
is in the car
park of the
shoping centre.
It has no natural light or ventilation
<page 40>
and you have to cross the main access route through the car park which is busy with cars.
<IMAGE 12 OF GIDDY STUDIOS PLAN, DUNDRUM>
<page 41>

## Appendix D

The children and
I love the pottery
Painting. The
Rent musty be very
low to be positioned
in the car park.
It is a very
strange location.
The entrance to
the shopping is at
the opposite end
of the car park.
<page 42>
Wednesday
Work with [son 1]
\& [son 2].
Drop 1:10pm [son 1] to my Mum's after work
And rush to collect
[daughter] from school.
1:30 collect [daughter]
from school
3:40 [daughter] has
ballet lesson
There is no waiting
<page 43>
area at the
ballet school.
It is in a small
Mews building so
I take [son 2]
for a walk
<IMAGE 13 OF BALLET STUDIO PLAN>
<page 44>
<BLANK>
<page 45
Thursday
Work with [son 1]
\& [son 2]. I am
not allowed to
park in car park
on a Thursday
so we park on the
street outside.
I pay using my phone, park to go.
The overcrowding issue
in the car park has
been solved by
banning people on a
<page 46>
Tuesday, Wednesday
or Thursday.
<IMAGE 14 OF PLAN OF CAR PARK>
<page 47>
It's added stress to
get everyone safely
across the road +
to remember to
pay for parking.
Collect [daughter] from
school at 1:30.
Home until 3:00
Then into car and

## Appendix D

off to swimming
lesson in UCD.
<page 48>
Unexpected road
works on the Clonskeagh
Rd. make us 10 mins
Late!
Run into new student
Centre. Lucky enough
To get a family
Changing room as
I have a double
Buggy with me.
[son 1] + [son 2]
are in the buggy.
Send [daughter] off to
<page 49>
her class and we
negotiate the building
with the buggy.
The building is
new so at all
the changes in
level. My only problem is the doors. They are very heavy + stiff and difficult to negotiate with
<page 50>
the buggy - doors to changing room facility

+ doors to swimming pool viewing area.
<IMAGE 15 OF LOBBY PLAN TO POOL>
café and public
<page 51>

The car parking for
the pool area also
has some
annoying details
<IMAGE 16 OF PARKING PLAN TO POOL AREA>
<page 52>
There are no
defined pedestrian
routes in the
car park.
There is also a wheel stopper at the path side which makes it impossible
<page 53>
to get a buggy onto the path.

## CATHERINE PHOTO CAPTIONS

1. Awkward lobbied exit to rear of Civic Offices. Blk. 4 originally fire exit. Route to Wood Quay venye \& crèche \& amphitheatre in summer for concerts. Should be upgraded to formal exit
2. Glare from the windows because blinds are banned; divison of window panes blocks view at eye level
3. Security barrier \& guard to protect crèche \& area from anti-scoial behaviour, built 7 years ago> Anti-social behaviour a big problem
4. Casual country style entrance improved to airport style efficiency which doesn't work
5. Improved spaces - landscaped and graded
6. Lobbied entrances are restrictive and difficult to use
7. UCD - recent landscaping works improve area around lake. Ground levelled \& attractively paved \& lit
8. Ground graded to remove ramp. Space improved by new landscaping very accessible \& enjoyable

## DAMIEN

20 Nov
28 Nov
<page 1>
A s I am profoundly
deaf and use

Irish Sign Language
daily (in every
aspect of life)
I use written
mode of communication
whenever I need
to talk to work-
colleagues mostly
<page 2>.
Although some of
my work-mates
have learnt
basic Irish Sign
language e.g.
finger spelling mostly.
As a Deaf employee
I rely on
Visual Communication
mainly i.e. computers,
emails, printed
information
<page 3>
I currently work
in open-office
space with low
height screens
which are "deaf-
friendly" e.g.
I could see any
colleague/stranger
coming/passingby
(see few photos
showing different
screen types)
<page 4>
The high screens
(over 6 feet) are
undesirable/unsuitable
for deaf employees
because they
cannot hear anybody
coming around.
On few occasions
I get fright, whenever
someone came up to
me from behind!
<page 5>
Other photos
show good
visual points
for Deaf users
e.g. gaps in
middle walls inside
stairways.
Same with
glazed doors,
viewing glazed
panels in doors.
<page 6>
The lift doors
which are opaque
and lift enclosure

## Appendix D

are not suitable
for Deaf users
(scary for some
esp. elderly
customers who
fear of being
trapped inside lift
in event of power-
cut off.
<page 7>
Open spaces
around atrium/
stairways
are more visually
suitable for
both Deaf + hearing
people as they
can see one
another from
distance anywhere
(e.g. both vertically/

Horizontally)
<page 8>
I would recommend
Information on
"Deaf Spaces"
e.g. Deaf friendly
space on
websites
www.deaf411online.com
www.code-idea.org/
how-to-make-a-deaf-
friendly-work-space
<page 9>
Sufficient Daylight
/Natural light
is very important
to Deaf workers
I enjoy my
present work-
desk which is
located beside
large windows.
It helps me to
concentrate on
work (especially VDU)
which sometimes
tires/affect my
eyes.
See some
photos.
<page 10>
Large entrance
steps to civic
offices (wood quay
side) look
imposing/attractive
but are sometimes
unfriendly to
elderly people/
customers, especially

Wheelchair users.

```
<page 11>
Plenty of open
green space (both
inside + outside
civic offices are
much delightful.
The atrium is
Great space (
relaxing + visually
friendly)
```


## DAMIEN PHOTO CAPTIONS

1. More user-friendly i.e. more visually/accessible e.g. you can see whether a colleague is at his/her desk or not.
2. Typical long corridor with tall cabinets on both sides. Bit hazardous for Deaf employees/customers e.g. you could bump into person coming onto corridor.
3. Desirable
4. Better e.g. more user friendly/visually accessible approx.. height of cabinets
5. Glazed panelled Doors at fire-escape stairs (main common stairs in typical block). User friendly more visually accessible
6. No glass panel on door (fire escape) hazardous i.e. visually inaccessible.
7. Lack of visual glazing panels on corridor doors more hazardous.
8. Typical lifts - no visual panels in lift-shafts. Could put off some people (with claustrophobia)
9. Bit hazardous corner in corridor-ways.
10. More user friendly/visually accessible. E.g. you could see someone coming up/down (through gap in wall).
11.No video/CCTV communication in event of breakdown.
11. Typical lift- lack of visually accessible in event of breakdown! No video camera/CCTV communication.

## KEN DIARY

Mon 04-Nov.
Thu 07-Nov
<Page 1>
Mon. $4^{\text {th }}$ Nov
8:40 - CITY ARCHITECTS OFFICE
Arrived in to cluttered

Work area. (OTHER peoples
Paperwork!) OFFICE
Brigh[t] (sunny morning
11:16
People with backs to
windows HAVE Blinds
Down - Stops Glare on
Their computer screens
All lights on During
The Day
<Page 2>
12:30
Back from a site visit -
Office feels $v$. warm
15:20 on a cold -
Clear day like today, an office that Relies on cross-ventilation may be too cold for some - But just right for those that control the windows.

18:50 Roundwood
Home - I live in a 5.5
X 5.5 m log cabin - much
smaller than the office - only
source of heat a log burning
stove.
<Page 3>
05.Nov

08:45
There are way too many

## Appendix D

warning signs around, eg;
every station on the dart
line (Tara ST, Stn. must be
THE WORST COBBLED TOGETHER
BUILDING in Europe) Do we
Need a sign pointing at steps
Telling us "steps"?
10:00 on site in a 1820 s
Building that had been converted
To offices, compared to
City Architects office you
Can see they are no longer
fit for Purpose - Due to lay-out
and interventions Rqd. For a
Modern office. Back to city
Architects office 11:40
<Page 4>
6 Nov 9.50
Yesterday when I got back
to the office I didn't leave
until 17:00. I think
Production goes Down
from lack of fresh air -
only available from opening
windows = cold cross-draughts
13:00
Run up to George's ST
for lunch - having Bike
RACKS outside in Business
School Entrance where
Students Congregate

Appendix D
Narrows is not the Best
Plan. (Public Realm/not
Buildings!) The
<Page 5>
06-Nov. 16-30
LUAS on site in 8
Aungier St. BUILDING
DATES FROM 1663.
In $3^{\text {rd }}$ FLOOR ATTIC
Room there is not
One Right Angle/
Level surface. The
Floor slopes, everything
is "OFF"! I do think
you could be sea sick if you spent time
up there. Good to
get back to office
with its rigt angles,
grids, etc., etc.,
Out the Door for
the RAT RACE HOME
<Page 6>
7-Nov 10-00
Down to the Print Room
To organise to have
Some Brochures Printed.
It's on level -1 of
one of the original
Blocks. I tend to
take the stair, for
health sake - But in this
old block you get lost due to plan lay-out. The lift is the only way. The newer parts of the Buildings are Better organised For Circulation. <Page 7>

The Print Room has no windows no fresh air - odd angles due to its position in the

BASEMENT, NO
Natural light. 2 lads
work down there, not somewhere I would want to work. Back
up to the office
(By lift) Surrounded
By great views of the city, plants, open
space.
<Page 8>
11-30 07 NOV
in contrast to the
Print Room, I have
Just been up to
floor 5 (surveying
\& mapping) 7 floors
above the Print Room.
Really good view out
over the city.
Many people have their
Backs to the window.
Maybe you get used
to the view. The stairs
go straight up from
floor 2 (our office)
So no chance of getting
<page 9>
lost.
The core of the older
Blocks seem to be
Bigger than the
newer, the office
space laid around
it. The offices DO
Not feel as 'Big'
<IMAGE OF CIVIC OFFICE PLAN>
As newer.
<page 10>
Some years Back I
was in Liberty Hall
(open House)
<IMAGE OF LIBERTY HALL PLAN>
Liberty hall plan
(FROM MEMORY)
The circulation corridor
is narrow - Dark with
Domestic Doors leading

## Appendix D

to offices.
<page 11>
<IMAGE OF CIVIC OFFICE PLAN>
AS SAID earlier -
I tend to take the
Stairs, as often
Quicker to get to
Second floor from
Ground. As an
Aside - often the
people in the office
<page 12>
that talk most
about Fitness/carbs/
muscle strain ...
take the lift.
07-Nov. 16-30
After lunch - I didn't
leave my desk all
afternoon. Nearly
time to head home -
Not in tomorrow -
Noticed how little is
in this - I have not
been out and about much
all week - and maybe
<page 13>
I don't take head
of my surroundings?

## KEN PHOTO CAPTIONS

1. Views across Dublin \& space + up-lifting
2. Good space - lots of people

## Appendix D

3. Basement - paint peeling
4. Print room - lack of nat. light, ventilation
5. Sometimes not working
6. Sign - we know it's a ramp!
7. Ramp again
8. Office - large space
9. Sign

## JAMES

27-11-2013
27-11-2013
<Page 1>
Pic 1
Entry to offices
Of city architects

- Not very inspiring
- Doesn't say creativity
- Dull and beige
- Artificial light
- High storage banks
- not very welcoming
<page 2>
Pic 2
Corridor in city
Architects.
- Similar to pic 1
- Artificially lit
but nice dual
aspect windows.
Nice breeze in
Summer but cold
in winter.
Ceiling height ok.
<page 3>
Pic 3
Secret passages
Lots of secret stairways in some blocks
for staff.
A transit area.
<page 4>
Pic 4


## Secret passages

- Similar to pic 3
- In some areas
these stairs/
passages aren't
heated. They feel
hidden, out of the
way, dark, with
no natural lighting
<page 5>
Pic 5
Public area
<page 6>
Pic 6
- Light, bright busy, modern
<page 7>
Pic 7
Entrance - Atrium
- Wayfinding paths in bldg.
Do I want to
go here?
- Busy stairs,
<page 8>
Pic 8
Atrium
- Green, but empty.
- Should be a

Public plaza.
People should be sitting and talking.
<page 9>
Pic 9
Atrium.

## Appendix D

- Nice \& green
- Urban forest
- Relaxing
<page 10>
Pic 10
Forest view
- Nice forest views
- Urban/rural
- Escape
<page 11>
Pic 11

View down in

## Atrium

- Sense of space
- Views
- A green oasis
- Light/bright
<page 12>
Pic 12
Meeting areas
- Light and bright
- Contrasts between movements + rest areas dark + light, beige carpets + chrome steel.
- Juxtaposition
<page 13>
Pic 13
Street Art
- An urban street with art for shopfronts.
- Modern, bright, Colourful, abstract
<page 14>
Pic 14

Egg art

- Contemporary art
- Modern, progressive, unusual, noteworthy
<page 15>
Pic 15
Exhibition Area
- An Art street
- Colourful expos
- A place to linger, not just Pass through
<page 16>
Pic 16
- Light, bright streets + urban spaces
- Bright relaxing areas
- Cathedral space
- Cold in winter
<page 17>
Pic 17
Lift banks
- Modern lifts x 3
- Foyer is dull, but discrete lighting intervention helps
- Dark areas
- Not a place to stay
<page 18>
Pic 18
Back stairs
- Grim stairs
- If you don't use the lift there, then you have to use the stairs.
- Uninviting
- functional
<page 19>


## Appendix D

Seating areas

- Disgusting
head stairs on
walls! What
a welcome.


## JAMES PHOTO CAPTIONS

1. Public, secret passages, storage spaces
2. Entry, first impressions
3. Good working environment, though doesn't look glitzy or flash or trendy. Light, bright + well ventilated.
4. Secret passages, artificially lit. Passages through. People don't stay there
5. Same
6. Meeting areas
7. Green but empty. Good for background visuals. Empty + quiet.
8. Forest view. Screen against some unattractive buildings along Winetavern Street.
9. View into atrium. Nice space. Mina space (public). Could be a multipurpose space - flexible
10.Seating area outside Housing. Seatng area should perhaps be relocated to walkway through atrium.
11.Walkway!? (Higher level) Visual interest. Heating "benches" - should be designed to invite people to sit down.

## APPENDIX E: Ethics \& Informed Consent

## Ethics Statement

The researcher strived to ensure that the four basic principles of ethical research. These principles are:

## Beneficence

As a researcher I strived to ensure that my work should make a positive contribution to the welfare of those affected by it.

## Non-maleficence

I endeavoured to ensure that the research work undertaken did and will not cause harm to any sectors of society and, in particular, to the participants involved in the research.

## Justice

The benefits and risks associated with the work was assessed in advance

## Autonomy of subjects

The research respected and continues to respect the rights and dignity of participants. To address this, participatants involved both in pilot questionnaires and more intensive participatory investigations were given sufficient details on the research in question as to allow them to make an informed decision to participate or otherwise in a research study. A commitment was also made to maintain the privacy of the participants by using pseudonyms.

## Appendix E

# Informed Consent Form 

# TRINITY COLLEGE DUBLIN <br> SCHOOL OF ENGINEERING Consent Form 

Evaluating Universal design in Buildings

Researcher -<br>Eoghan Conor O Shea, B. Sc, B. Arch, MRIAI<br>Academic Supervisor -<br>Dr Sara Pavia, School of Engineering, TCD<br>Academic Supervisor -<br>Professor Mark Dyer, School of Engineering, TCD

I am invited to participate in this research project which is being carried out by Eoghan Conor O Shea. My participation is voluntary. Even if I agree to participate now, I can withdraw at any time without any consequences of any kind.

The study is designed to investigate my insights into the buildings I visit.
If I agree to participate, this will involve my accompanying Eoghan on a trip to three buildings, and carrying out simple tasks at each building. We will chat about my general opinions of what makes good and bad buildings while navigating between them. Our conversation will be recorded and I will be given a summary of the conversation at a later date

This will involve walking a reasonable distance. If at any stage I am in any discomfort we will find a suitable café with seating and refreshments.

I will receive a small gift as a token of gratitude for taking part in this research and if required have my travelling costs reimbursed.

This research may benefit building design through developing a way of evaluating how responsive buildings are to supporting the access, use and understanding needs of the people who engage with them.

Any information or data which is obtained from me during this research which can be identified with me will be treated confidentially. Care will be taken to maintain my anonymity, and to ensure my name does not appear connected to the information I pass on to Eoghan. The data will be kept in a locked drawer in TrinityHaus, TCD and Eoghan is the only one with direct access to it.

Data from this research project may be published in future. The original recording and all copies will be available only to the present investigator or to investigators in other academic institutions engaged in similar work. Any information passed on to other investigators will be done so without any reference to my real name to ensure my anonymity is maintained.

## Appendix E

If I have any questions about this research I can email Eoghan at osheaec@tcd.ie or phone him at 0870631705 . I am also free, however, to contact any of the other people involved in the research to seek further clarification and information - I can contact Dr Sara Pavia at pavias@tcd.ie, and Professor Mark Dyer at mdyer@tcd.ie.

I understand what is involved in this research and I agree to participate in the study. I have been given a copy of this consent form to keep.

Signature of participant
Date

Signature of researcher

As guardian of the participant, I am satisfied that the study is designed in a sensitive way, and I am satisfied to allow the participant to take part.

Signature of participant Date

I believe the participant is giving informed consent to participate in this study

## Date


[^0]:    13 [work adjust] wish to elaborate.

    Please choose only one of the following
    Very adjustable
    Slightly adjustable
    O Not adjustable enough
    Not adjustable/fixed
    Make a comment on your choice here

