

Summary Report

Community workshop: University of Bristol Temple Quarter Enterprise Campus Wednesday 21 February, 6pm at Hannah More School

The above workshop was held to create space for dialogue between the University of Bristol and residents living close to the proposed Bristol Temple Quarter Enterprise Campus. The aim was to explore the potential threats and opportunities that the development of a university facility could pose to the local neighbourhood, and gather ideas, experience and knowledge from local residents to feed back in to the design process.

The workshop was hosted by Up Our Street and the University of Bristol and facilitated by Celia Davis from Up Our Street, and Fiona Hyland and Tom Sperlinger from the University of Bristol.

Who attended?

Participants: 21

Participants gave postcodes on arrival showing the breakdown of areas that people live as follows:

Barton Hill	St. Jude's	The Dings	Finzels Reach	Stapleton	Easton	Unknown
5	1	8	1	1	2	3

Workshop Activities

The first activity asked participants to consider the public spaces that they used regularly and answer the following questions:

- How do these spaces make you feel?
- Do they make you want to spend time there? Why / why not?
- What makes a public space welcoming?
- What makes a public space unwelcoming?

A summary of conversations relating to specific public spaces is below:

Temple Quay, Bristol

- You only see the same sort of person there, it feels like if you are not a young professional this space is not for you
- Sense that the area is 'dead' outside of working hours, that it is a corporate space dominated by business needs and serves little wider community function
- Represents issues of inequality, because it is not accessed by the whole community and the pubs and cafes there are expensive
- It serves only those who are working in the businesses there



'Corporate' Temple Quay.
Image source: geograph.org.uk

Millennium Square, Bristol

- This space requires a particular activity to attract people there – examples given were the use of the fountains by children in the summer, and specific events that are put on there
- Having things to interact with makes the space more appealing
- Outside of particular events the space feels sparse, exposed and unwelcoming

Millennium square is a big space, but I don't think it works. I've never sat down in Millennium Square.

Participant comment

Barton Hill Settlement

- An important space for interactions between different groups
- The kitchen facility is really important, bringing people together around food
- Activity all day and in the evenings, used by a range of organisations

Church Road

- Traffic dominates the street, causing congestion and air pollution
- Bins on the street make it hard to walk, and it's dangerous for pedestrians and hard to cross the road

Finzels Reach

- Living in Finzels Reach is very isolating
- There are no community facilities, no community room, nowhere for children to play
- Being surrounded by building work and noise is a problem
- There are divisions between different residents – the housing association block and the private rented – for example other people complain about noise if children play outside

I really feel that public spaces, like parks and high streets and things like that are so important to community, and we are getting less and less of them.

Participant comment

River Avon Trail in St. Phillips

- Nature is dominant, quiet space
- The wildness of the river
- Doesn't hide from the industrial surroundings
- It feels 'loosely managed'

Reflections relating Temple Quarter Enterprise Campus from these discussions

- There is a danger the space will feel exclusive if it only caters to a particular type of student / professional
- If all commercial offers are expensive it will not attract people
- There is a risk that the university will dominate the local area, and impact on the character of The Dings and St Philips
- Facilities and spaces to bring the community together will make it less isolating
- Because of the site location, a community facility could get use from people in different areas
- The benefits of parks, natural features and wildlife in city spaces should be embraced
- Important to have space where different people are brought together

The workshop broke in to three discussion tables, with groups rotating around the room to contribute to each topic. Highlights and key points from the discussions are below. Full flipchart notes and transcripts are in Appendix A-C.

Table 1: What impact might the campus have the community? Positive and negative.

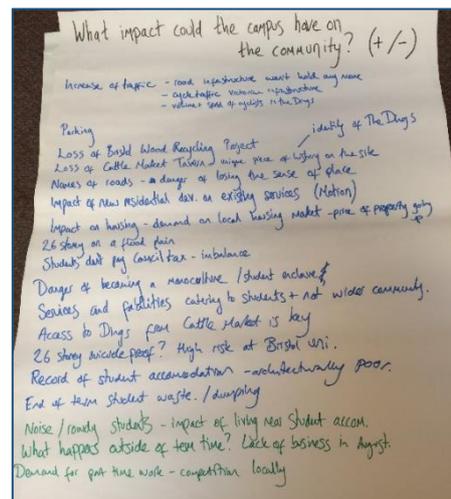
Summary of Discussion

Best case scenario: A central meeting place bringing diverse groups together to learn from each other. A leisure, commercial, service and educational offer which reflects the needs of the local population. A sense of ownership from local young people to raise aspirations. An inclusive through route which connects communities which are geographically close but currently feel disconnected.

Worst case scenario: A student enclave that excludes local people and responds only to the needs of affluent international students. A cold urban form lacking natural features which dominates the area and adversely impacts local identity. A gated / inaccessible space which is closed to the local community.

Positive impacts:

- Investment coming in to the area
- Increased accessibility if provides a through route to other areas
- Opportunity to link to schools and raise aspirations and opportunities for local children and young people. This could include a quota scheme for student placements for local people. Educational opportunities enhanced through after school activities. Young people could access the site and see it as theirs - a safe space to hang out, build relationships and get to know each other
- Opportunities to reduce social segregation and isolation. Space for older people to go and potential for mixed residential sites to reduce 'ghettoization'. Intergenerational opportunities
- Increase in services that are lacking in the area – shops, food provision, library, public access facilities
- Students have good record of volunteering and contributing to local area
- Employment opportunities for local people, and chance to develop skills through apprenticeships.
- Name for the campus needs to be inclusive to reflect the community and feel accessible: 'Bristol Community Campus'
- Potential site for local businesses to open / expand



Negative impacts:

- Amenity impacts on local community could include increase of traffic, both vehicle and bicycle movements and impact on local parking. Access to the site from local areas is key.

- Identity of The Dings could be affected, danger of losing sense of place (if road names are changed for example). A fear that the University will dominate the local area through tall building, and a risk that the architectural value may be poor.
- Loss of Bristol Wood Recycling Project and Cattle Market Tavern
- Impact on local housing is a concern, process of gentrification could be exacerbated if housing demand increases
- Danger of becoming a monoculture / student enclave with services and facilities catering to (largely international) student population and not wider community
- Impacts on the local community from student neighbours could include end of term student waste and increased levels of noise, and perhaps alter the 'mentality' of the area through changing population
- What happens outside of term time? Lack of business in August
- Fear that facilities could 'take over' existing community organisations and provision in the area – how will it fit with what already exists and complement rather than compete with local businesses?
- The term 'Campus' itself feels exclusive with a sense of ownership by the university

Table 2: What would put you off accessing the campus?

Summary of Discussion

Facilities, learning opportunities and events that are open to the public, and accessible public space which provides useful links would draw people to the site. Strong support for links to schools to increase education and work experience opportunities.

- If it feels exclusive / very businessy / very 'upper class', 'posh' and 'for others' (for example, if the students all appear very wealthy)
- Concrete jungle
- If it looks like the offices along the waterfront: cold, tall, exclusionary, dead
- Poor signage and lighting, hard to navigate
- No opportunities for local people
- It needs to feel like a public space and not a university space – other university spaces feel exclusive, like you have to 'keep out'
- Security guards, gated areas
- Dead ends – needs to have through routes and be accessible
- If I had no connection to the University, or if the public weren't able to access the library
- Gatherings of young people may put off mature persons – some mature students shared how they felt out of place when they went to university
- Lack of facilities (Drs, dentists, shops, vegan café, etc)
- Logo / branded as University space

How can these be overcome?

- Be independent but not exclusive – a diversity and range of commercial offers
- Using nature, green space and the waterside to enhance the space and make a space people want to go to (trees, parks, benches etc)
- Accessible short courses for non-university students
- Students work with the communities around the campus – this could be beneficial to students as there are issues with mental health among the student population.

University can be isolating experience amongst transient population – building links with communities can benefit everyone

- Acknowledgment of local expertise and knowledge e.g. teaching opportunities
- Sports can be a draw - a MUGA (multi-use games area), swimming pool and leisure facilities that are open to all (not just for students)
- Activity out of hours, if felt safe during the evenings
- Don't call it a 'campus'
- Accessibility – more access routes – extra bridges
- Opportunities for events, pop ups and markets
- When people had been to the University of Bristol it was usually through feeling 'invited' – maybe to a meeting, or because an event was on. Feeling invited and having reasons to go.
- Services that they would use – for example a nursery
- Welcoming children to do stuff, maybe through primary school, and also the university coming out to schools
- Encouraging young people in the local community to feel that university is an option for them, many of them feel they don't have enough money or they won't get in
- Job opportunities

Table 3: What would encourage you to the campus? What would make you stop and stay at the campus?

Summary of Discussion

The campus is an opportunity to improve services, amenities, connectivity, educational aspiration and employment opportunities for the local community and student population.

Facilities / Amenities / Uses

- Shops: Independents, mixed use,
- Welcoming space
- Kitchen which can be used by different group to come together and grow / cook food
- Community Centre, meeting rooms, training rooms
- Space for different organisations to have offices – become a hub for their activities like Barton Hill Settlement
- Swimming pool, sports facilities e.g. Football cage, basketball, for kids too
- Accommodate multi-faith / different cultures - include space to pray
- Police station example in film – local community feel its somewhere they already visit and use will make them feel closer to the building and the university
- Open access library
- Queens Road as an example – Anson Rooms work well, concerts, bar, feels like a spaces where it doesn't matter who was there

- Crèche / nursery – could be for staff and also students from local area, reserved places for local people
- Green space
- Music , pub, restaurant, art venue, dancing and performance space
- Public toilets
- Market days at the university on Saturdays

A site where local people use the site throughout their life whether it's sport facilities, or the library is open access. It's a place people know and feel comfortable.

Participant comment

Connectivity

- If it's in walking distance and there are routes through it – a central space could bring lots of communities together
- Accessibility from Temple Meads
- Public transport – served well by buses
- Easy and safe cycling routes
- Clear signage – 'open to everyone' or 'the community is welcome'

Educational and employment opportunities

- Schools linked to what's happening on campus – that it accommodates children with the right sized chairs designed for children to use – outpost of We the Curious – afterschool clubs, weekend clubs
- Bursary for local people to study
- Opportunities for learning: evening classes, timing is key, providing different options, locally led courses, digital skills and technology, arts and pottery, languages
- A Move GB style app for evening classes in the city – TQEC and elsewhere in the city
- 24 hour library: local people not represented in university, mentoring, change the community for the better
- Work experience
- Work space for self-employed, freelancers and start-up businesses

Engaging with community

- Dissemination of knowledge – more opportunities to hear what's happening through talks, plus co-production, how can we be involved?
- Condensing the consultation feedback to key principles and making sure this is heard
- Two way knowledge exchange
- Connect with isolated elderly people through lunch groups, opportunities to socialise, connections to students
- Clear signage – everybody welcome
- A space of cultural learning from people from all over the world, a place for exchanging stories and food
- Needs to be people employed to work with the community

Questions that arose during the workshop:

- How many staff are anticipated to work on the site? That will have an impact on services available.
- Is there a plan to address the 2,000 homes a year need at all on this site (i.e. housing provision outside of the student demand)?
- How can community feed in to plans for wider TQEZ?
- Will there be a process of prioritisation so the university understands the most important wishes from the community?
- What proportion of the anticipated student population will be accommodated in the proposed student accommodation?
- Are we going to be listened to, or is this a tick box exercise?
- Who will be manning the site?
- What would make the community feel involved and that they are being listened to?

Report collated by Celia Davis, Community Engagement Officer at Up Our Street, March 2018.