

# Social Impact Assessment

UNSW G25 Education Building

8 High Street, Kensington

Submitted to the Department of Planning, Housing and Infrastructure  
on behalf of the University of New South Wales

SSD-74670005



**'Gura Bulga'**

Liz Belanjee Cameron

'Gura Bulga' – translates to Warm Green Country. Representing New South Wales.



**'Dagura Buumarri'**

Liz Belanjee Cameron

'Dagura Buumarri' – translates to Cold Brown Country. Representing Victoria.



**'Gadalung Djarri'**

Liz Belanjee Cameron

'Gadalung Djarri' – translates to Hot Red Country. Representing Queensland.

Ethos Urban acknowledges the Traditional Custodians of Country throughout Australia and recognises their continuing connection to land, waters and culture.

We pay our respects to their Elders past, present and emerging.

In supporting the Uluru Statement from the Heart, we walk with Aboriginal and Torres Strait Islander people in a movement of the Australian people for a better future.

**Contact:**

Lucy Band  
Director

lband@ethosurban.com

**This document has been prepared by:**

*Solomon Charles*

Solomon Charles (SC), Isabelle Best (IB) 28 February 2025

**This document has been reviewed by:**

*Lucy Band*

Lucy Band (LB)

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LB

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SC

LB

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# 1.0 Introduction

This Social Impact Assessment (SIA) has been prepared by Ethos Urban on behalf of the University of New South Wales (UNSW) (the Applicant), in support of a State Significant Development Application (SSDA). The SIA is submitted to the NSW Department of Planning, Housing and Infrastructure (DPHI) for a proposed tertiary educational facility at the UNSW G25 site ("the site"), which has a street address of 8 High Street, Kensington.

## 1.1 Approach

The SIA has been prepared in accordance with the following documents:

- NSW Department of Planning and Environment (DPE) Social Impact Assessment Guideline for State Significant Projects as updated in February 2023 ('the SIA Guideline').
- *Technical Supplement – SIA Guideline February 2023*

The report has regard to relevant federal, state and local policy frameworks and strategic drivers, in particular the SIA Guideline.

The SIA draws on the analysis of the current and forecast social conditions of the defined study area/s, along with details of the proposed development, to assess its likely social impacts. It also draws on the outcomes of community consultation that has been specially undertaken to inform the SIA.

The purpose of this report is to analyse the potential social impacts that may arise from the development, during construction and operational phases. It subsequently recommends appropriate social mitigation and benefits optimisation measures.

## 1.2 SEARs Reporting

The SIA has been prepared in response to the SEARs issued for the project on 22 July 2024 (SSD-74670005) which requires the following:

Item	SEARS Requirement
<b>21.0</b>	<b><u>Social Impact</u></b>  <i>Provide a social impact assessment prepared in accordance with the Social Impact Assessment Guidelines for State Significant Projects</i>

## 1.1 Qualifications of Report Authors

The SIA Guideline requires authors are 'suitably qualified persons' who hold appropriate qualifications. The lead author's qualifications, experience and demonstrated understanding of social impacts is outlined below.

**Name: Lucy Band**

**Qualifications, expertise, and professional memberships (refer Table 1)**

**Date the SIA was completed: 28 February 2025**

*I confirm the SIA contains all relevant information, and understand my legal and ethical obligations, and that none of the information in the SIA is false or misleading.*



**Table 1 SIA Authors' Qualifications**

Author	Expertise/Qualifications
<b>Lucy Band</b> Director, Social Strategy	<i>BA Communications, MA Environmental Management, Grad Dip Urban and Regional Planning, MPIA, SIMNA</i>  Lucy is an industry leading social planner with over 10 years' experience working in the built environment sector and has contributed to city shaping projects across Australia and the UK. Lucy has led a range of

Author	Expertise/Qualifications
	social impact assessments in line with the Social Impact Assessment Guidelines for State Significant Projects. .
<b>Isabelle Best</b> Principal, Social Strategy	<i>BCPlan, Grad Cert Social Impact (current), MPIA, SIMNA</i> Isabelle has 8+ years' experience in the social and urban planning profession. She has led many social impact assessments for various projects across NSW, and is highly experienced in identifying social impacts, crafting social impact mitigation measures, and undertaking targeted social impact engagement activities.
<b>Solomon Charles</b> Senior Urbanist, Social Strategy	<i>BA-Hons (Human Geography)</i> Solomon has 2 years of experience in social science research focusing on urban social sustainability and has worked on numerous SIAs for SSDA projects.

## 2.0 Methodology

The purpose of this report is to analyse the potential social impacts that may arise from the development, during construction and operational phases. It subsequently recommends appropriate social mitigation and enhancement measures.

Social impacts vary in their nature and can be positive or negative, tangible or intangible, physically observable, or psychological (fears and aspirations). Social impacts can be quantifiable, partly quantifiable or qualitative. They can also be experienced or perceived differently by different people and groups within a community, or over time.

### 2.1 Social Factors for Assessment

The SIA Guideline classifies social impacts using a suite of social factors, which forms the core basis of this assessment.

**Table 2 Social factors**

<b>Way of life</b> How people live, get around, work, play and interact with one another each day	<b>Community</b> Its composition, cohesion, character, how it functions, resilience, and people's sense of place	<b>Accessibility</b> How people access and use infrastructure, services and facilities (private, public, or not-for-profit)	<b>Livelihoods</b> Including people's capacity to sustain themselves through employment or business
<b>Health and wellbeing</b> People's physical, mental, social and spiritual wellbeing – especially for people vulnerable to social exclusion or substantial change, psychological stress	<b>Surroundings</b> Access to and use of natural and built environment, including ecosystem services (shade, pollution control, erosion control), public safety and security, as well	<b>Culture</b> Both Aboriginal and non-Aboriginal - people's shared beliefs, customs, practices, obligations, values and stories, and connections to Country, land, waterways, places and buildings	<b>Decision-making systems</b> The extent to which people can have a say in decisions that affect their lives, and have access to complaint, remedy and grievance mechanisms.

### 2.2 Information Sources

Following are the key data sources and policy documents used to prepare this SIA (ordered by title):

#### Primary

- A site visit, undertaken by a member of the SIA team on 4 September 2024
- Social impact community survey distributed to students and staff via UNSW communication channels and to the surrounding community via a letterbox drop on 11 and 12 November 2024.

#### Secondary

- Construction Management Plan (AW Edwards, 2024)
- Crime Prevention Through Environmental Design (CPTED) Report (LCI, 2024)
- Landscape Design Report (Arcadia, 2024)
- Transport Impact Assessment (JMT Consulting, 2024)
- Architectural Design Report (Architectus, 2024)

### 2.3 Assumptions

Assumptions applied to complete this SIA include:

- The key findings of the background studies and technical reports are accurate.
- Socio-economic data for each study area accurately reflects the community demographic profile.
- Outcomes of the community consultation and engagement undertaken to date accurately reflect community views.
- All potential social impacts to the local community and special interest groups that can reasonably be identified have been included in this report.

# 3.0 Site Context and Proposed Development

## 3.1 The Proposal

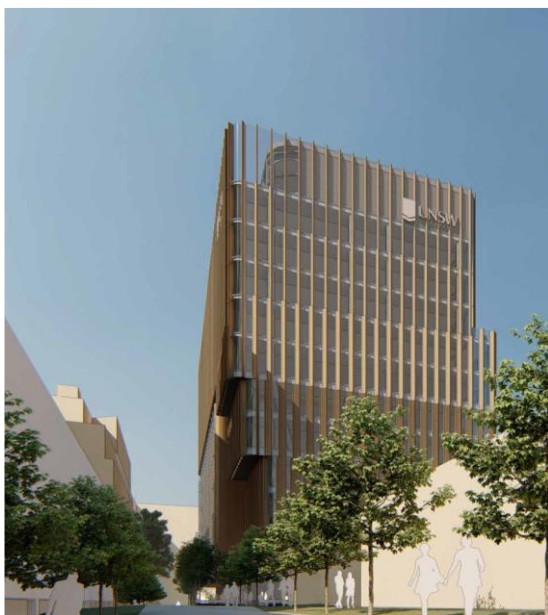
This report accompanies a State Significant Development Application (SSDA) that seeks approval for the construction and operation of a teaching and learning facility at the G25 site, within the Upper Campus of UNSW. Specifically, the SSDA seeks consent for the following:

- Site preparation works including demolition of the existing at-grade car park, tree removal, and excavation works.
- Construction of an eleven (11) storey (plus roof plant) teaching and learning building with approximately 20,200m<sup>2</sup> of gross floor area. The building will comprise the following:
  - Basement including plant/services, Bike Storage, End of Trip facilities and staff amenities, ancillary service areas such as Mail and Print rooms.
  - Ground level Food and Beverage space and informal education spaces
  - Teaching and Learning spaces and workspaces for UNSW Faculties for other levels
  - (The internal fit-out will be subject to separate approval)
  - Rooftop level including landscaped outdoor terrace, multifunction space, mechanical plant and services
- Associated landscaping, replacement trees and public domain embellishment works in and around the proposed building
- Extension and augmentation of infrastructure and services as required
- New lift core in the adjacent building, H25 Botany Street Carpark and associated access improvements.

The Proposal will seek to deliver improvements including:

- Providing new, purpose built learning and teaching spaces to support the University activities and strategic goals such as the development of the Randwick Health and Education Precinct
- Delivering an enhanced ground plane connection
- Providing flexible and adaptable teaching and learning spaces
- Creating a healthy, green, and welcoming place for students, staff and visitors
- Creating an experience that is an open, permeable, and connected public realm
- Creating pedestrian priority and inclusive shared public space

Renders and artist impressions of the proposed building are shown below in **Figure 1**, and **Figure 2**



**Figure 1** G25 Education Building view from Library Walk, West



**Figure 2** G25 Building view from G11 Botany Road

## 3.2 Background

The proposed G25 Education Building at the UNSW Kensington campus has been informed by the UNSW 2025 Strategy, which emphasises academic excellence, innovation, and social impact. This strategy reflects UNSW's commitment to creating world-class educational spaces that foster innovative research and transformative education, aligning with the university's goal to expand its global influence in education, research, and community engagement.

The strategic priorities outlined in the UNSW 2025 Strategy, including enhancing the student experience and advancing UNSW's reputation as a leader in research and teaching, have driven the conception of the G25 Education Building and guided the facility's design approach. The proposal aims to integrate active and flexible learning spaces, supporting a diverse and inclusive environment that is essential for modern, high-quality education. Additionally, the location leverages proximity to critical infrastructure, including the Randwick Health and Education Precinct and light rail networks, enhancing accessibility and promoting a collaborative campus environment aligned with UNSW's vision for sustainable development and engagement.

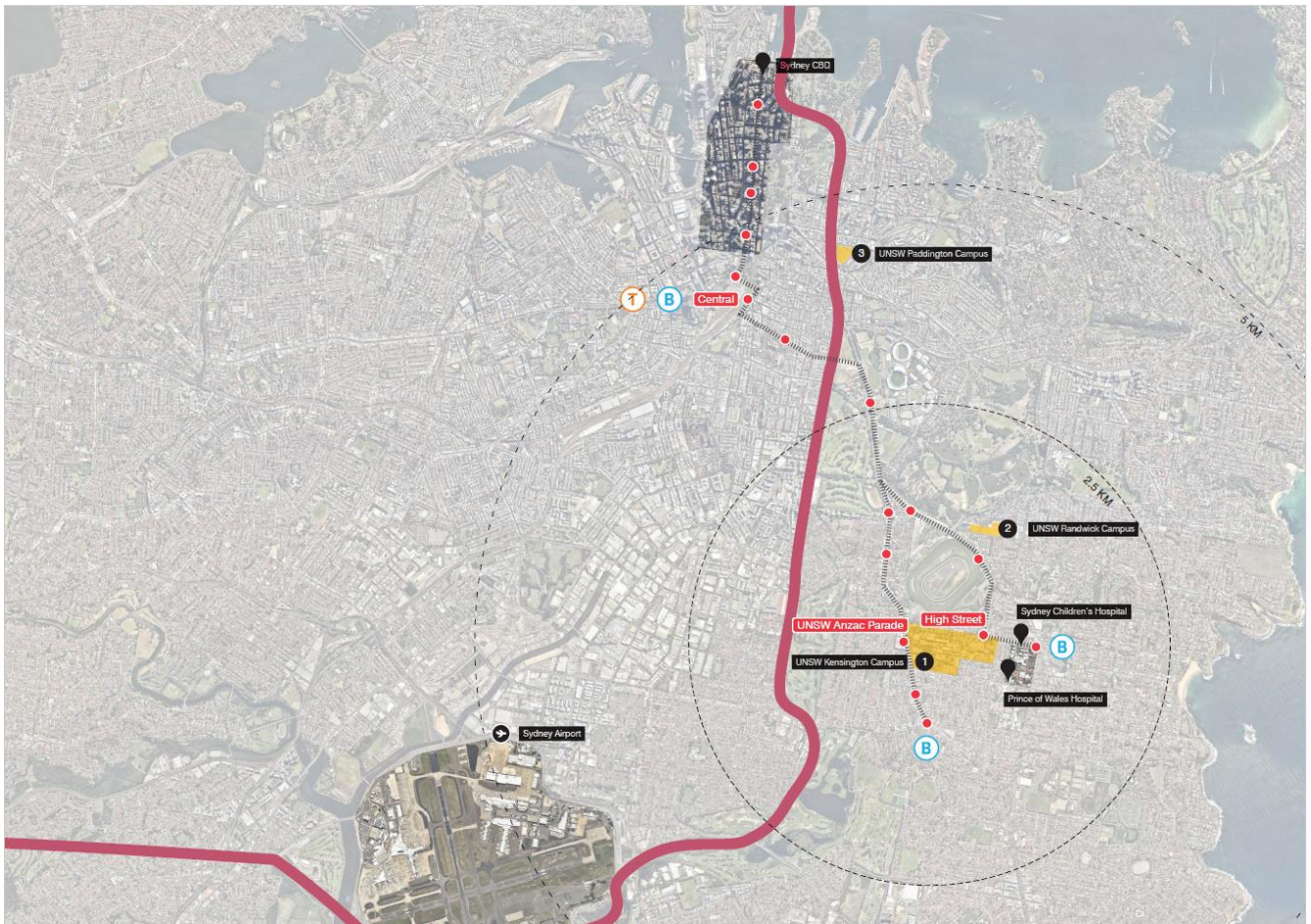
## 3.3 The Site and Context

The traditional custodians of the eastern Sydney coast area in which the site is located are known as the Bidjigal and Gadigal peoples of the Eora nation.

The site is situated within the UNSW Kensington upper campus, within the Randwick Local Government Area (LGA). The site address is 8 High Street, Kensington, which applies to the whole of the UNSW Kensington campus.

The UNSW campus forms part of the wider Randwick Health and Education Precinct, which has been strategically identified to provide a world-class coalition of education, research, innovation and healthcare organisations and to attract growth, investment and employment opportunities. This Precinct has been identified in the *Greater Sydney Region Plan – A Metropolis of Three Cities* and the *Eastern City District Plan*, for its strategic importance as a specialised centre providing for health and education research, innovation, teaching and learning.

The site is within 600m of the Randwick Shopping Centre to the east and adjacent to Royal Randwick Racecourse to the north (refer to **Figure 3** below). The UNSW campus is located approximately 6km southeast of the Sydney CBD, immediately adjacent to the east is the Randwick Hospitals Campus, which also forms part of the Randwick Health and Education Precinct.

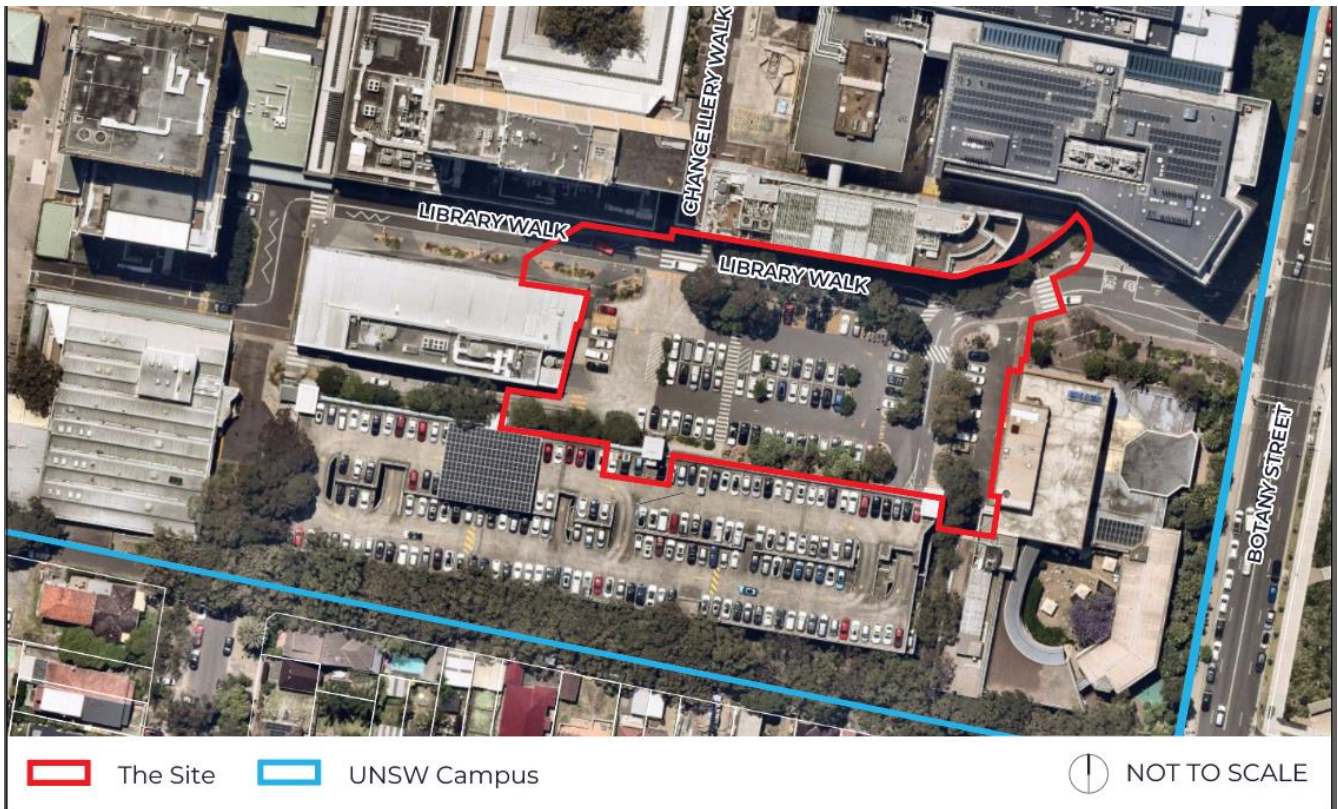


**Figure 3 Site Context**

Source: Ethos Urban, Google Maps

The site is an existing on-grade carpark comprising of hardstand pavement with line-marked spaces, trees and landscaped areas. The site also includes the eastern portion of Library Walk and the loading dock area of the AGSM (Australian Graduate School of Management) Building (G27), with no other existing development on the site. The UNSW Kensington Campus consists of five separate allotments. This site is situated within a single allotment legally described as Lot 5 DP 1264171. The campus currently has approximately 60,000 student enrolments.

**Figure 4** provides an aerial image of the site and its location relative to the UNSW upper campus boundaries.



**Figure 4 Site Aerial (approximate site area outlined in red)**

Source: Nearmap, Ethos Urban

### 3.3.1 Surrounding Development

The following development surrounds the site:

- **North:** To the north and directly adjacent to the site across from the Library Walk are the Samuels (F25) Building and Mathews (F23) Building, which comprise up to 16-storeys. Further north within the campus are additional education, administration and library buildings. The wider context includes the UNSW High Street Light Rail stop, as well as low to medium density residential development north of High Street.
- **South:** South of the site is the UNSW Botany Street Carpark Station (H25) (5 storeys), which is accessed internally within the UNSW campus. This location includes a pedestrian link from Oval Lane. The wider context includes low-medium density residential development south of Oval Lane.
- **East:** The site directly abuts the ASGM Building (G27) to the east (5 storeys), which fronts Botany Street. To the east and also fronting Botany Street is the Randwick Hospitals Complex including the Prince of Wales Hospital, the Sydney Children’s Hospital, and the Royal Hospital for Women, as well as low-medium density residential development to the south-east.
- **West:** The site directly adjoins the Solar Industrial Research Facility (SIRF) (G23) to the west, which also sits within the confines of Library Walk and Valentine Close. The western context of the subject site is primarily characterised by the wider UNSW campus (lower campus) as well as the Anzac Parade Light Rail stop.



**Figure 5 North View: Samuels Building (F25)**



**Figure 6 East View: AGSM (G27) and Randwick Hospital Complex**



**Figure 7 South View: Botany Street Carpark Station (H25)**



**Figure 8 West View: Solar Industrial Research Facility (G23) and UNSW Library**

### 3.4 Surrounding Development Approvals

**Table 3** below details surrounding key development approvals, which demonstrate similar height and scale as to what is being proposed for the UNSW G25 site, as well as other key information.

**Table 3 Surrounding development approvals and proposals**

Project	Description
<b>UNSW Health Translation Hub</b> SSD-10822510	The UNSW health translation hub is a 16 storey (69.68m) education and research building. The site is located within the Randwick Health Campus and directly abuts the Prince of Wales Hospital.  This project is currently under construction.
<b>UNSW B22 Building</b> SSD 9673	New student administration and academic building to accommodate teaching/learning/student facilities, event/exhibition/workplace/retail spaces and supporting and ancillary facilities (14 storey building).  The SSDA was approved by the Minister on 23 June 2020.
<b>UNSW E25 Biolink Building – proposal</b> SSD-73456206 (not yet exhibited)	Partial demolition of the UNSW E25 Biolink building, earthworks, extension of the existing building, internal upgrades and facade works (building would remain 6 storeys).
<b>UNSW Western Carpark</b> DA/168/2023	The UNSW Western Carpark project involves the demolition of the existing 250 space carpark and construction and use of five buildings for mixed uses including student accommodation, UNSW university space, retail. The buildings range from 7 storeys to Anzac Parade, 15-16 storeys in the middle of the site and 4 storeys to the rear boundary.  The DA was approved by the Sydney Eastern City Planning Panel on 17 September 2024.

## 3.5 Key Design and Delivery Considerations

### 3.5.1 Teaching and learning spaces

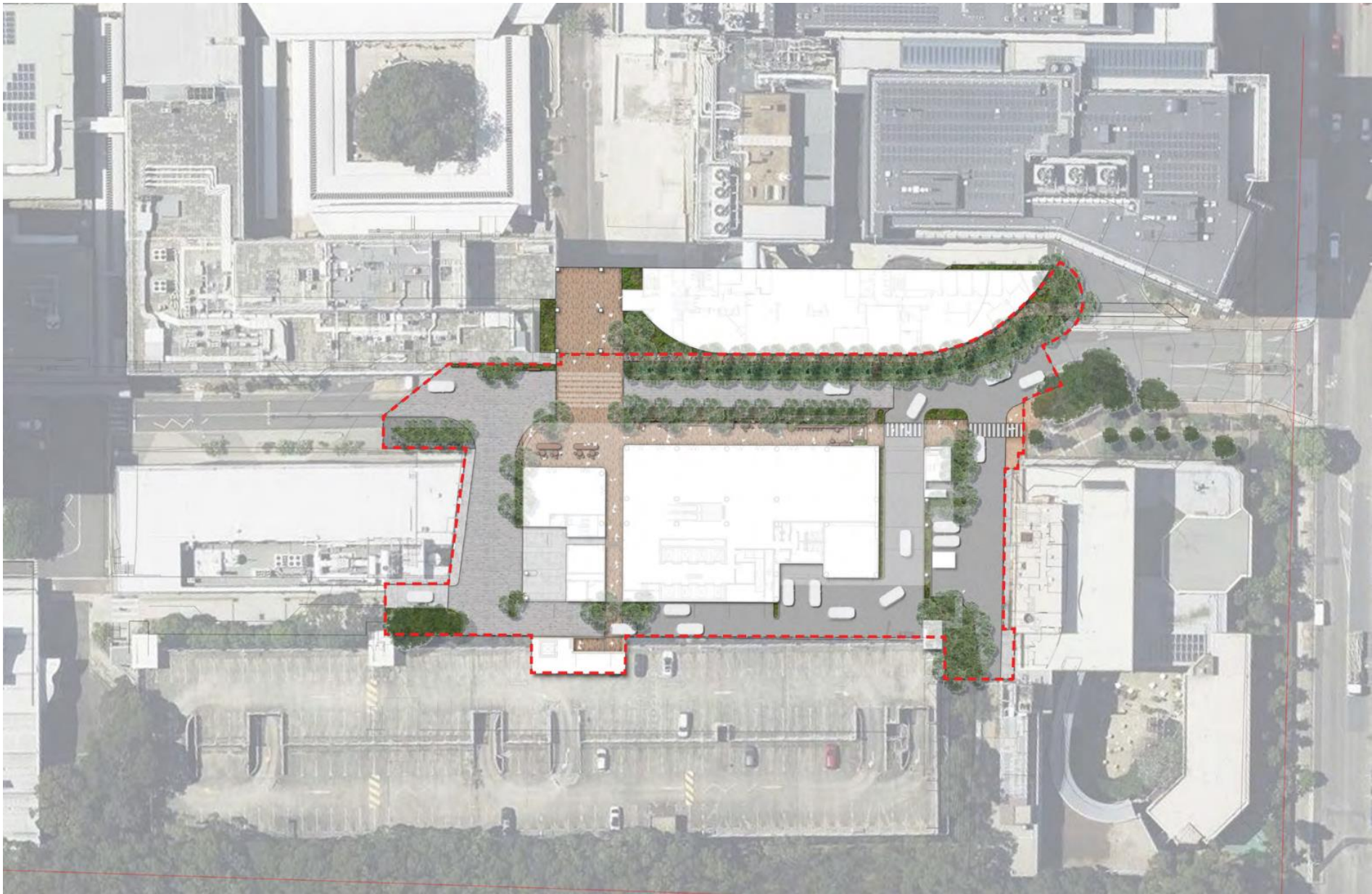
The G25 Education Building will incorporate Large Collaborative Classrooms (LCCs). These classrooms transition from traditional didactic teaching to a collaborative, active learning model for large cohorts of a 200-250 capacity. These spaces accommodate both student-led initiatives and educator-led lessons, while still supporting teacher-centric methods of delivery when necessary.

### 3.5.2 Public Domain and Place-Making

The G25 Education Building replaces the existing on grade carpark with a public domain that has opportunities for ground floor activation. The cafe, street trees and meandering paths provide points for respite and informal meetings. This will provide opportunities to enhance wayfinding and visual connectivity to the Library Walk and Botany Street.

The proposal included an additional separated pedestrian walkway, making the Library Walk roadway dedicated as a vehicle pathway to create clear delineation between pedestrian and vehicle movements. Pedestrians have direct access to open public space and green landscape design features (refer **Figure 9** Landscape Masterplan). This will include:

- A seating lounge area
- Bar-top seating
- Boulevard tree planting
- Rain garden
- Rain garden boardwalk



**Figure 9 Landscape Masterplan**

Source: Arcadia November 2024

## 4.0 Strategic Policy Context

The following section identifies key social drivers for this site, based on a review of the key state and local policies and strategies. The following key documents have been reviewed:

- Better Placed (NSW Government Architect, 2017)
- Connecting with Country (Government Architect NSW, 2023)
- Eastern City District Plan (Greater Cities Commission, 2018)
- Greater Sydney Region Plan – A Metropolis of Three Cities (Greater Cities Commission, 2018)
- Greener Places (NSW Government Architect, 2020)
- NSW Higher Education Strategy 2021-2025 (NSW Government, 2021)
- Practitioner’s Guide to Movement and Place (NSW Government Architect, 2020)
- UNSW Strategy (2025 update) (UNSW, 2025)
- Vision 2040: Randwick Local Strategic Planning Statement (LSPS) (Randwick City Council, 2022)

**Table 4 Strategic Policy Drivers**

Policy theme	Key implications for impact assessment	Source
<b>Economic development and job growth</b>	<ul style="list-style-type: none"> <li>• NSW Government is seeking to drive job growth, skills, and innovation through supporting higher education and VET sectors as key drivers of multi-sector precincts (e.g. Tech Central, Westmead Health and Innovation Precinct, and Multiversity at the Aerotropolis).</li> <li>• NSW Government and Randwick City Council recognise collaboration with universities will increase NSW’s competitive advantage in accessing Commonwealth and other funding.</li> <li>• Randwick City Council is prioritising economic development, innovation, and job growth in strategic centres like Randwick.</li> <li>• UNSW seek to harness research strengths and entrepreneurial talent to launch ventures addressing global challenges and translate knowledge exchange into economic, environmental, and social benefits.</li> </ul>	<ul style="list-style-type: none"> <li>• NSW Higher Education Strategy 2021-2025 (NSW Government, 2021)</li> <li>• Vision 2040: Randwick Local Strategic Planning Statement (LSPS) (Randwick City Council, 2022)</li> <li>• UNSW Strategy (2025 update) (UNSW, 2025)</li> </ul>
<b>Education and lifelong learning</b>	<ul style="list-style-type: none"> <li>• NSW Government seek to broaden post-school options to foster lifelong learning and encourage wider participation in quality higher education.</li> <li>• UNSW prioritise meeting diverse needs of students through the facilitation and investment in diverse modes of educational delivery (e.g., face-to-face, online, modular learning, and lifelong opportunities).</li> <li>• UNSW seek to establish opportunities for capable students to overcome admission barriers through student access and support activities to nurture students of high potential regardless of background.</li> </ul>	<ul style="list-style-type: none"> <li>• NSW Higher Education Strategy 2021-2025 (NSW Government, 2021)</li> <li>• UNSW Strategy (2025 update) (UNSW, 2025)</li> </ul>
<b>Infrastructure and strategic precincts</b>	<ul style="list-style-type: none"> <li>• The Greater Cities Commission (now DPHI) support adequate infrastructure aligning with forecast population growth for strong communities.</li> <li>• The GSC prioritise internationally competitive health, education, research, and innovation precincts such as Randwick Health and Innovation Precinct (RHIP)</li> <li>• The GSC seek to enhance connectivity and competitiveness of Eastern, GPOP, and Western Economic Corridors nationally and internationally.</li> <li>• Randwick City Council recognise the impact of the Randwick Health and Education Precinct to contribute to knowledge-intensive jobs, competitive economic sectors, and aspirations towards a 30-minute city.</li> <li>• Randwick City Council support the improvement of transport, walking, and cycling connections across the Randwick Collaboration Area that brings together UNSW Kensington Campus, Prince of Wales hospitals, Royal Hospital for Women, and Sydney Children’s Hospital.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater Sydney Region Plan – A Metropolis of Three Cities (Greater Cities Commission, 2018)</li> <li>• Vision 2040: Randwick Local Strategic Planning Statement (LSPS) (Randwick City Council, 2022)</li> </ul>
<b>Social equity and inclusion</b>	<ul style="list-style-type: none"> <li>• UNSW support equity in staff recruitment, development, retention and promotion, particularly ensuring no disadvantage on the basis of gender, cultural background, disability or Indigenous origin.</li> </ul>	<ul style="list-style-type: none"> <li>• UNSW Strategy (2025 update) (UNSW, 2025)</li> </ul>

Policy theme	Key implications for impact assessment	Source
	<ul style="list-style-type: none"> <li>UNSW prioritise the delivery of student support services beyond academics to navigate diverse university experiences.</li> <li>UNSW seek to play a leading role in public debates and practices related to equity and inclusion and prioritise partnerships with disadvantaged and marginalised communities in Australia and internationally, so research, education and practical initiatives can most effectively address development challenges and inequalities.</li> </ul>	
<b>Environment and sustainability</b>	<ul style="list-style-type: none"> <li>It is identified in the <i>Premier's Priorities</i> that green and public places support population health and wellbeing, environmental resilience and thriving local economies.</li> <li>UNSW endeavour to reduce their environmental footprint by efficient resource use, waste reduction, and alignment with UN SDGs.</li> <li>Connecting with Country Framework seeks to support Aboriginal cultural heritage protection and integration into sustainable design practices through the promotion of Healthy Country, regenerative practices based on Aboriginal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Greener Places (NSW Government Architect, 2020)</li> <li>UNSW Strategy (2025 update) (UNSW, 2025)</li> <li>Connecting with Country (Government Architect NSW, 2023)</li> </ul>
<b>Community and wellbeing</b>	<ul style="list-style-type: none"> <li>The NSW Government aims to encourage wellbeing, liveability and social connectedness by providing great places and spaces designed for people of all ages and abilities.</li> <li>UNSW seeks to create welcoming, responsive physical and online environments fostering student wellbeing and engagement.</li> <li>UNSW prioritise increasing student access to opportunities that encourage them to become global citizens who value social responsibility and service to society.</li> <li>Randwick City Council prioritise and support the delivery of social infrastructure to meet the needs of the diverse community.</li> </ul>	<ul style="list-style-type: none"> <li>Practitioner's Guide to Movement and Place (NSW Government Architect, 2020)</li> <li>UNSW Strategy (2025 update) (UNSW, 2025)</li> <li>Vision 2040: Randwick Local Strategic Planning Statement (LSPS) (Randwick City Council, 2022)</li> </ul>
<b>Cultural identity and Aboriginal engagement</b>	<ul style="list-style-type: none"> <li>Connecting with Country Framework seeks to enable Aboriginal communities to maintain cultural connections, support health and wellbeing and promote Aboriginal employment capacity building in built environment projects.</li> <li>Connecting with Country framework supports the protection of Aboriginal cultural heritage in the built environment, both through the design and development of projects, and by acknowledging and respecting the rights of Aboriginal people and community over their cultural intellectual property.</li> </ul>	<ul style="list-style-type: none"> <li>Connecting with Country (Government Architect NSW, 2023)</li> </ul>

## 5.0 Social Locality and Baseline

This section provides an overview of the site and its current social context, in relation to a defined social locality or 'area/s of social influence,' reflecting geographies of primary and secondary social impact. The baseline analysis assesses the existing social characteristics of the community within the identified study area/s to better understand the potential community characteristics and specific communities that may experience impacts as a result of construction and operation of the proposal. It describes the following:

- Community profiles – key demographic characteristics including age, income, employment, cultural and linguistic diversity, household structure, relative levels of advantage and disadvantage, and transport and access, including journey to work travel patterns.
- Community assets – both tangible (social infrastructure) and intangible (human and social capital, community cohesion, community values and connection to place).

### 5.1 Social Locality Definition: Area/s of Social Influence

For the purposes of the SIA, social localities have been defined, taking into consideration the need to factor in both local social impacts and those likely to occur on a broader scale. The areas of social influence have been determined for the proposal based on the consideration of:

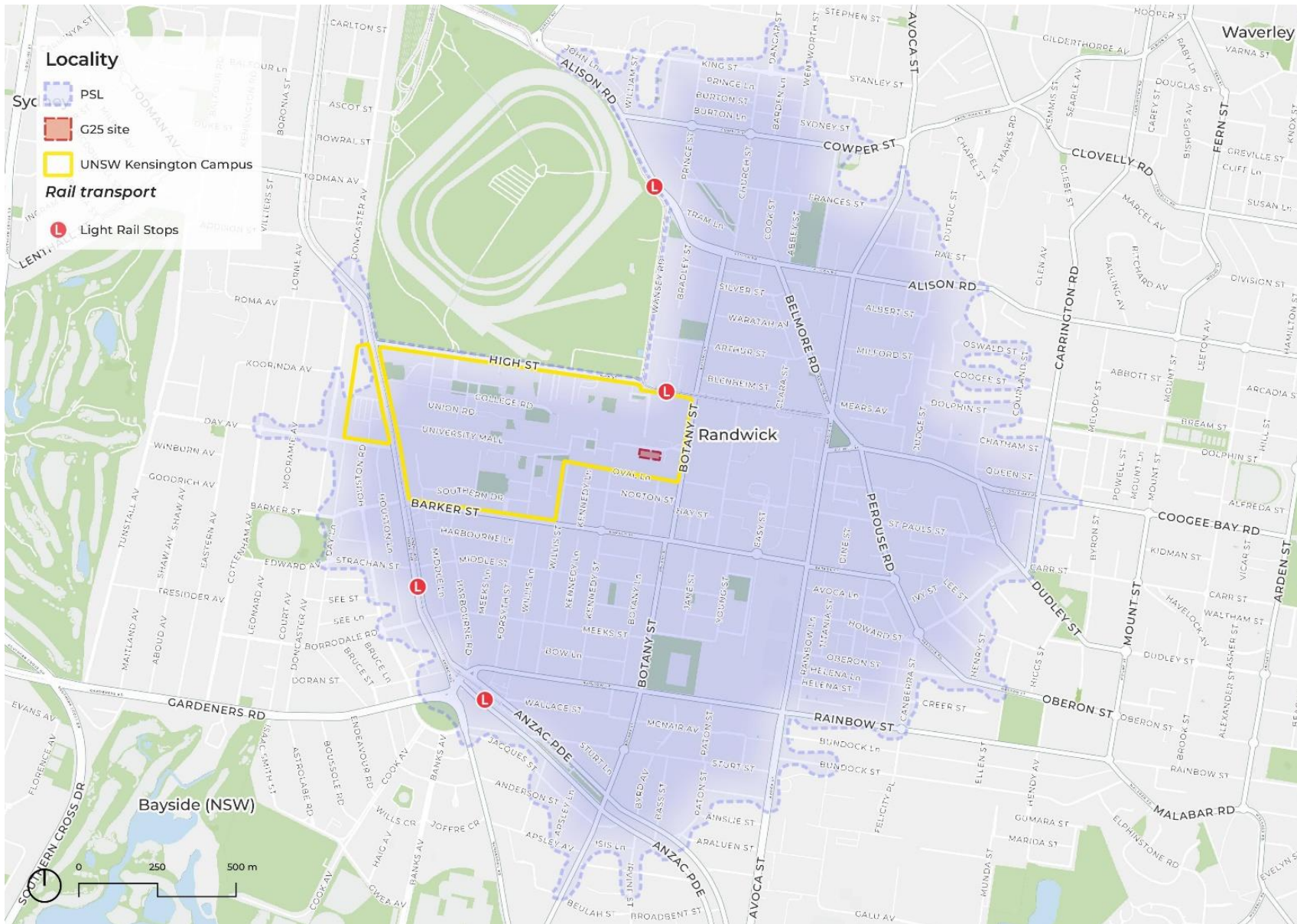
- The construction activities and operational uses of the proposal.
- The likely scale and extent of potential direct and indirect impacts and benefits of the proposal on the social factors identified in the SIA Guideline. This includes indirect impacts that are generally less tangible and more commonly relate to matters such as community values, identity and sense of connection to place.
- Cumulative impacts that may impact affected communities as a result of other transport, construction and major urban renewal processes underway within or proximate to the corridor or localities.
- The potentially affected built or natural features that have social value or importance located on or near the construction sites, and the social characteristics of the areas likely to be affected by the proposal, as informed by the social baseline study and other technical assessments that inform the EIS.
- The community and stakeholder groups that would be most likely affected by the direct and indirect impacts, based on stakeholder and community engagement activities, and other available information sources.

Based on the above, this assessment has considered the following 'areas of social influence' as shown in **Table 5**.

**Table 5 Social Locality Definition**

Study Area	Relevance to SIA	Definition in this SIA
<b>Primary Social Locality (PSL)</b>	<ul style="list-style-type: none"> <li>• The PSL has been defined using a 1.5km street network walking catchment which represents the upper limits of walkability for people who may access the future G25 Education Building. This aligns with the proposal's vision to create public space for pedestrians.</li> <li>• It is also representative of other impacted stakeholders identified above, such as road users and the wider Kingsford and Kensington communities.</li> </ul>	<ul style="list-style-type: none"> <li>• People within the PSL are likely to experience impacts associated with the project's role in the broader community including:               <ul style="list-style-type: none"> <li>- local economic benefits during construction and operation</li> <li>- education benefits for current and future students</li> <li>- place outcomes and public domain improvements.</li> </ul> </li> <li>• cumulative impacts from multiple major projects as part of the Health and Education precinct</li> </ul>
<b>Regional Social Locality (RSL)</b>	<ul style="list-style-type: none"> <li>• The RSL is defined as the state of NSW.</li> <li>• As a Group of 8 (G8) university with state significance, future staff and domestic students who will engage with the G25 redevelopment will likely be drawn from across NSW (and beyond) for education and employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• People within the RSL are likely to experience impacts associated with the project's role in the wider community:               <ul style="list-style-type: none"> <li>- Educational benefits associated with increased student capacity at UNSW and the provision of new teaching and learning spaces.</li> </ul> </li> <li>• Economic benefits associated with UNSW's contribution to the State economy (e.g., attracting international students, research and development).</li> </ul>

These social localities are shown over the page in **Figure 10**



**Figure 10 Social localities map**

Source: Ethos Urban

## 5.2 Demographic Profile

Based on 2021 ABS Census of Population and Housing data, an overview of the demographic profile of the identified study areas is compared to the Greater Sydney benchmark.

Key findings in relation to relevant social indicators are highlighted below with detailed demographic tables available in **Table 6**.

### Key findings

- The predominant undergraduate cohort age group, comprising 18-24 years, residing within the PSL is nearly double that of the baseline of Greater Sydney.
- Of those attending an educational institution within the PSL, approximately half of residents attend a university or other Tertiary Institution, which is more than double that of the baseline.
- There is a significantly higher proportion of group households and lone person households within the SSL in comparison to the baseline.
- Employment projections within the Health and Education sectors are the highest within the SSL in comparison to five key sectors.

**Table 6 Overview of Demographics**

Characteristics	Summary
	<b>Young adults</b>
<b>Age structure</b>	The median age in the PSL is 32.5 years, younger than the Greater Sydney baseline median of 37.3 years. The predominant undergraduate cohort age group, comprising 18-24 years, residing within the PSL is 14.8% which is nearly double that of the baseline of Greater Sydney (8.8%). Similarly, the percentage of 25–34-year-olds residing within the PSL is nearly 10% higher than the baseline of Greater Sydney (15.6%).
	<b>Students attending University or other Tertiary Institutions</b>
<b>Education</b>	Of those attending an educational institution, approximately half of the residents within the PSL attend a University or other Tertiary Institution (49.7%), which is more than double that of the baseline of Greater Sydney (21.4%). In terms of residents within the PSL attending primary and secondary education (16.5% and 13.3% respectively), both of these rates are lower than that of the baseline of Greater Sydney (31.4% and 24.9% respectively).
	<b>Comparable incomes between the PSL and Greater Sydney</b>
<b>Median income</b>	The PSL has a median household income of \$111,910, marginally higher than the Greater Sydney baseline (+2.9%). The median individual income is also significantly higher than the Greater Sydney baseline (+19.4%). Over half of the PSL population are identified as comprising high income households (54.4.3%) which is marginally higher than the baseline of Greater Sydney (52.3%). Overall, individual and household income within the PSL is comparable to that of the baseline of Greater Sydney.
	<b>Multicultural community</b>
<b>Cultural diversity</b>	Just over half of the population were born in Australia (51.3%), approximately 10% lower than the baseline of Greater Sydney (61.1%). The top three countries of birth outside of Australia within the PSL are England (6.2%), China (6.2%) and Ireland (4.0%). Approximately 34% of residents within the PSL speak another language at home. The top three languages spoken at home other than English within the PSL are Mandarin (7.0%), Greek (2.7%), Cantonese (2.5%).  The proportion of people who identify as Aboriginal or Torres Strait Islander across the PSL is 0.9%, which is marginally lower than the baseline of Greater Sydney (1.8%).

<b>Household composition</b>	<p><b>A high proportion of group households and lone person households</b></p> <p>There is a significantly higher proportion of group households within the PSL (12.5%) in comparison to the baseline of Greater Sydney (4.1%). There is also a higher proportion of lone person households within the PSL (30.9%) in comparison to the baseline (23.3%). Notably, the proportion of couple families with children is significantly lower within the PSL (22%) in comparison to the baseline (36.1%).</p>
<b>Dwelling structure</b>	<p><b>Most occupied private dwellings are flats, units or apartments</b></p> <p>The majority of occupied private dwellings within the PSL are flats, units or apartments, comprising 70.5% of the market share. This is more than double that of the baseline of Greater Sydney (30.7%). The proportion of occupied private dwellings that are separate houses within the PSL is also much lower than that of the baseline, being 16.3% in comparison to 56.1%.</p>
<b>Tenure Type</b>	<p><b>Most homes are rented</b></p> <p>Dwellings that are rented are the most common tenure type in the PSL (57.8%), followed by dwellings that are owned outright (21.6%). The percentage of dwellings that are rented is significantly greater than the baseline of Greater Sydney (36.1%). Dwellings that are owned with a mortgage is the least common tenure type within the PSL, comprising 19% of the population, which is lower than the baseline of Greater Sydney (34%).</p> <p>The dwelling occupancy rate is lower across the PSL (86.2%) in comparison to the baseline (91.8%).</p>

### 5.2.1 Forecast Resident and Worker Population

For the purposes of this analysis, population projections have been sourced with reference to Transport for NSW projection data and have been rebased to the latest ABS estimated resident population figure. **Appendix A** shows historical and projected population from 2016 to 2041.

#### Key Findings

- The PSL experienced a minor decline in the population between 2016-2024 (-2.5%), however, is projected to grow at a steady increasing rate between 2024-2041 (0.8%). The projected population growth of the PSL is comparable to the benchmark of Greater Sydney, which is projected to experience a growth rate of 1.1% during this time period.
- Employment projections within the Health and Education sectors are the highest within the PSL in comparison to five key sectors. The PSL experienced an additional 3,380 jobs within this sector between 2016-2024, accounting for approximately 80% of the new employment opportunities within the PSL in this timeframe (+4,230).
- The projected average annual growth rate within the Health and Education sectors is the highest amongst the five sectors between 2024-2041 (+300 in total)

#### Disclaimer regarding COVID-19 Pandemic

*It is our view that interpretation of small area data from the 2021 ABS Census – that is any geography smaller than a State - should have due consideration for potential outcomes arising from the COVID-19 pandemic. For example, at a small area level trend analysis relative to 2011 and 2016 Censuses should be treated with some degree of caution, as potential changes in demographics/behaviour may reflect temporary rather than structural changes as a result of COVID-19. Socio-economic Disparity*

## 5.3 Social Issues and Trends

This section identifies social issues and trends of relevance to the proposal, including macro issues, as well as intangible community assets in the locality, such as human and social capital, community values and connection to place.

### 5.3.1 Creating a 'sticky campus' to encourage activation and vibrancy

One aspect of campus development is considering how, not only to attract students, but also how to encourage them to linger, as part of a 'sticky campus'<sup>1</sup> approach. With the digital revolution transforming modes of tertiary education to online and blended teaching models, the 'real-world' campus needs to take on new directions. This means keeping students on campus in between classes, by providing digital facilities such as superior wi-fi and an environment that feels inviting, secure, comfortable and flexible.<sup>2</sup>

Density and multifunctionality are also key principles of contemporary campus design, such as symbiotic relationships between built and open spaces, design of outdoor seating, lighting, landscaping and surfaces, and embedded data and electrical points to attract people to "plug in and stay".<sup>3</sup> This can improve both amenity and safety on site through re-invigoration of spaces and passive surveillance.

### 5.3.2 Expanding campuses into the public realm to increase community participation

Another essential aspect to campus 're-activation' is the need to break down the boundaries between the campus and the surrounding community. Drawing on Australian urban regeneration strategies, innovative approaches to campus design can help universities extend into the public realm.

In contrast to the harder boundaries (gated/fenced off) of traditional "sandstone" universities, new approaches to campus design can help to welcome communities and industries into the campus, and to strengthen relationships to surrounding neighbourhoods. This includes a shift towards more public programming, mixed-use planning, high quality, vibrant and accessible architectural design and the inclusion of small-to-medium private enterprises.<sup>4</sup> These approaches can generate new places for civil engagement, with multiple benefits for the wider community.

The focus on the public domain reflects contemporary urban planning logics which emphasise porous boundaries and programmed public spaces combined with statement architecture. Campus-centred public programming might involve inviting the community to public lectures, summer day parties and winter football matches. Private-sector tenants might include farmers' markets and lifestyle retailers, making the quad more like a local high street."<sup>5</sup>

Examples of this include active green spines running through campuses linking them to surrounding buildings, industries and spaces (e.g. Tin Alley within University of Melbourne, and the Goods Line adjacent to UTS). These spines enable circulation of pedestrians and cyclists, as well as creating new spaces for teaching, learning and recreation.

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<sup>1</sup> Foreground 2019, 'these five campus designs are changing the way students value university', access <https://www.foreground.com.au/cultura/five-campus-designs-changing-the-way-students-value-university>

<sup>2</sup> Foreground 2019, 'these five campus designs are changing the way students value university', access <https://www.foreground.com.au/cultura/five-campus-designs-changing-the-way-students-value-university>

<sup>3</sup> *ibid.*

<sup>4</sup> Trevena, B 2017, 'looking beyond the sandstone: universities reinvent campuses to bring together town and gown', *The Conversation*, access <https://theconversation.com/looking-beyond-the-sandstone-universities-reinvent-campuses-to-bring-together-town-and-gown-87174>

<sup>5</sup> *ibid.*

## 6.0 Community and Stakeholder Perspectives

The following section provides an overview of the community and stakeholder consultation undertaken to inform the SIA. The purpose of this section is to highlight user values and aspirations relevant to the proposed development.

A community survey was used to understand community perspective on the proposal. A total of **15** respondents comprised of UNSW Students (6) and UNSW staff members (9) took the survey. This section details the survey findings **Table 7** and **Table 8**.

### Survey findings summary

- 40% of respondents are students
- 60% of responders are staff
- 13% of respondents also live in the area
- 20% of respondents also noted that they access services in the local area.
- 83.3% of respondents indicated support and 16.7% were somewhat opposed to the proposal
- Respondents expressed concerns around existing and future accessibility arrangements including the removal of long-standing accessible parking.

*"I would like to see the renewal of more old buildings at UNSW with better facilities, better internal layouts...prioritise studying and teaching spaces to compensate for the shortage of space at UNSW Kensington Campus" - UNSW Student in response to survey Q4*

**Table 7 SIA survey - perceived social benefits and suggested project enhancements**

Theme	Perceived social benefits	Suggested social benefit enhancements
<b>Increased teaching and learning spaces</b>	<ul style="list-style-type: none"> <li>• Increased teaching and learning spaces to support the changing needs of the campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise studying and teaching spaces to compensate for the shortage of space at UNSW Kensington Campus.</li> <li>• More investment in the renewal of older building stock.</li> </ul>
<b>Increased amenities</b>	<ul style="list-style-type: none"> <li>• Increased amenities for students and staff of UNSW including a café offering onsite</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of at least one restaurant/café to provide a closer place to eat for people in surrounding buildings, including the AGSM.</li> </ul>
<b>Improved public domain and streetscape</b>	<ul style="list-style-type: none"> <li>• Improvements to the streetscape</li> <li>• Creation of a more pedestrian friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for alumni to contribute to the creation of an alumni park.</li> </ul>
<b>Consultation</b>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with the local permanent community to ensure their input and involvement.</li> <li>• Utilise sustainable building and construction methods developed by UNSW researchers to showcase their innovations.</li> </ul>

**Table 8 Survey - perceived social impacts and suggested mitigations**

Theme	Perceived social impacts	Suggested social impact mitigations
<b>Traffic and parking</b>	<ul style="list-style-type: none"> <li>• Traffic and parking issues from construction vehicles.</li> <li>• Reduction in parking.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the provision of disabled parking spaces in the Botany Street Parking Station to offset those lost in</li> </ul>

		the surface car park, without replacing the regular parking spaces.
<b>Accessibility</b>	<ul style="list-style-type: none"> <li>• Temporary changes to pedestrian or road access on campus during construction.</li> <li>• Accessibility for staff, student and visitors given the removal of at-grade car park.</li> </ul>	<ul style="list-style-type: none"> <li>• Address the lack of a continuous footpath to improve pedestrian safety as part of the user experience</li> </ul>
<b>Construction impacts</b>	<ul style="list-style-type: none"> <li>• Noise, dust and/or vibration impacts during construction</li> </ul>	<ul style="list-style-type: none"> <li>• Expedited construction timeframe to reduce disruption and impact on operation of surrounding buildings</li> </ul>
<b>Public domain &amp; amenity</b>	<ul style="list-style-type: none"> <li>• Potential overshadowing</li> </ul>	<ul style="list-style-type: none"> <li>• Increased green space including a Yarning Circle</li> <li>• Incorporating supportive features for students with caregiving responsibilities, allowing them to bring their children to campus.</li> </ul>

## 7.0 Social Impact Assessment

The following section sets out the assessment of material social impacts arising from the proposed development and recommended responses, including measures to enhance social benefits and mitigate potentially negative impacts, across the suite of factors set out in the SIA Guideline. The assessment has been based on the information available to date, and is a desktop study, informed by a review and analysis of available documents relevant to the proposal and community engagement conducted specifically to inform the SIA.

### 7.1 Impact Scoping

Scoping is the first phase of a social impact assessment and is the initial consideration of possible social impacts associated with a proposed development. Only the impacts identified as material have been further assessed in this section. A summary of the scoping study is provided in **Appendix B**.

### 7.2 Social Significance Rating Approach

The assessment includes an assessment of the **social significance** of each impact across the suite of factors, including the **likelihood** of each identified impact, along with the envisaged **duration, extent, and potential to mitigate/enhance**.

Magnitude of impact generally considers the following dimensions:

- Extent – Who specifically is expected to be affected (directly, indirectly, and/or cumulatively), including any vulnerable people? Which location(s) and people are affected? (e.g., near neighbours, local, regional, future generations)?
- Duration – When is the social impact expected to occur? Will it be time-limited (e.g., over particular proposal phases) or permanent?
- Severity or scale – What is the likely scale or degree of change? (e.g., mild, moderate, severe)?
- Intensity or importance – How sensitive/vulnerable (or how adaptable/resilient) are affected people to the impact, or (for positive impacts) how important is it to them? This might depend on the value they attach to the matter; whether it is rare/unique or replaceable; the extent to which it is tied to their identity; and their capacity to cope with or adapt to change?
- Level of concern/interest – How concerned/interested are people? Sometimes, concerns may be disproportionate to findings from technical assessments of likelihood, duration and/or intensity.

Each impact has ultimately been assessed and assigned an overall **significance rating**, which considers both the **likelihood** of the impact occurring and the **consequences** should the impact occur. The assessment also sets out recommended **mitigation, management and monitoring measures** for the identified impacts.

The social impact significance matrix specified in the SIA Guideline has been adapted for the purposes of undertaking this social and impact assessment.

**Table 9 Defining Magnitude Levels for Social Impacts**

Magnitude level	Meaning
<b>Transformational</b>	Substantial change experienced in community wellbeing, livelihood, infrastructure, services, health, and/or heritage values; permanent displacement or addition of at least 20% of a community.
<b>Major</b>	Substantial deterioration/improvement to something that people value highly, either lasting for an indefinite time, or affecting many people in a widespread area.
<b>Moderate</b>	Noticeable deterioration/ improvement to something that people value highly, either lasting for an extensive time or affecting a group of people.
<b>Minor</b>	Mild deterioration/ improvement, for a reasonably short time, for a small number of people who are generally adaptable and not vulnerable.

Magnitude level	Meaning
Minimal	Little noticeable change experienced by people in the locality.

Source: NSW DPE, 2023 Technical Supplement - Social Impact Assessment Guideline for State Significant Projects

**Table 10 Defining Likelihood Levels of Social Impacts**

Likelihood level	Meaning
Almost certain	Definite or almost definitely expected (e.g. has happened on similar projects)
Likely	High probability
Possible	Medium probability
Unlikely	Low probability
Very unlikely	Improbable or remote probability

Source: NSW DPE, 2023, Technical Supplement - Social Impact Assessment Guideline for State Significant Projects.

**Table 11 Social Impact Significance Matrix**

Likelihood	Magnitude				
	Minimal	Minor	Moderate	Major	Transformational
Very unlikely	Low	Low	Low	Medium	Medium
Unlikely	Low	Low	Medium	Medium	High
Possible	Low	Medium	Medium	High	High
Likely	Low	Medium	High	High	Very high
Almost certain	Low	Medium	High	Very high	Very high

Source: NSW DPE, 2023, Technical Supplement - Social Impact Assessment Guideline for State Significant Projects.

Table 12 Summary of Social Impacts

Social Impact	Impact category	Key affected communities	Duration	Social significance rating (unmitigated)	Social significance rating (mitigated)
<b>Positive</b>					
<b>Increased supply of university infrastructure</b>	<ul style="list-style-type: none"> <li>Access, Livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>Future students</li> <li>Current and future staff</li> <li>Randwick Health and Innovation precinct workers</li> </ul>	Ongoing	Almost Certain / Moderate = <b>High</b>	Almost Certain / Major = <b>Very High</b>
<b>Improved public realm</b>	<ul style="list-style-type: none"> <li>Surrounding,</li> <li>Way of life</li> <li>Health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Future students</li> <li>Current and future staff</li> <li>Randwick Health and Innovation precinct workers</li> <li>Residents of the PSL</li> <li>Visitors to the PSL</li> </ul>	Ongoing	Almost Certain / Minor = <b>Medium</b>	Almost Certain / Moderate = <b>High</b>
<b>Improved employment opportunities</b>	<ul style="list-style-type: none"> <li>Livelihood</li> </ul>	<ul style="list-style-type: none"> <li>Construction workers</li> <li>University Staff</li> <li>Workers operating ancillary service                             <ul style="list-style-type: none"> <li>- Cleaning</li> <li>- Café workers</li> </ul> </li> </ul>	Temporary / Ongoing	Likely / Minor = <b>Medium</b>	Likely / Moderate = <b>High</b>
<b>Negative</b>					
<b>Temporary disruption to daily routines during construction</b>	<ul style="list-style-type: none"> <li>Way of life,</li> <li>Health and wellbeing,</li> <li>Surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Current and future students</li> <li>Current and future staff</li> <li>Visitors the</li> <li>Neighbouring residents</li> </ul>	Temporary	Almost Certain / Moderate = <b>High</b>	Almost Certain / Moderate = <b>High</b>
<b>Reduction in access to parking</b>	<ul style="list-style-type: none"> <li>Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>Current and future students</li> <li>Current and future staff</li> </ul>	Ongoing / Temporary	Almost Certain / Minor = <b>Medium</b>	Possible / Minimal = <b>Low</b>
<b>Reduction in solar access</b>	<ul style="list-style-type: none"> <li>Surrounding,</li> <li>Way of life</li> </ul>	<ul style="list-style-type: none"> <li>Neighbouring residents immediately to the south the site</li> </ul>	Ongoing	Almost Certain / Minor = <b>Medium</b>	Almost Certain / Minimal = <b>Low</b>

## 7.3 Positive Impacts

### 7.3.1 Enhanced access to social infrastructure

The proposal will improve the availability of university infrastructure, benefiting students and staff. It will support further growth of the University and Randwick Health and Innovation Precinct. The G25 Education Building will be the first development to be delivered as part of the UNSW Campus Masterplan. The building will provide a new type of learning model using Large Collaborative Classrooms (LCCs) and adaptable areas, responding to the continually evolving landscape of education, research and workplace.

The demographic baseline highlights substantial levels of growth in the health and education workforce between 2024-2041 (+930), underlining growing demand for education and research facilities within the PSL (**Section 5.2**) trend aligned with the strategic vision of the Radwick Heath and Innovation Precinct to be a “transformative and collaborative place of excellence solving global challenges” (NSW Government 2021). The development of a new Education Building responds to the strategic vision for a growing precinct and baseline health and education employment growth trends, positively impacting future students, UNSW staff and people accessing the Health and Education Precinct more broadly.

Primary research data shows the 83 percent of affected stakeholders (predominantly students and staff) expressed a level of support the proposal, with 50 percent strongly in favour of the redevelopment (see **Section 6.0**). This is indicative of a high degree of social licence for the proposal.

#### Enhancement measure(s)

- The proposal will provide flexible and adaptable teaching and learning spaces using the Large Collaborative Classroom (LCCs) model.
- The proposal aligns with the ‘stick campus’ principles (see **Section 5.3.1**) by creating a multipurpose and compelling workspace which encourages students to spend time on campus studying, socialising, and collaborating.

#### Residual impacts

The future growth of the University and Randwick Health and Education Precinct will be supported by the new G25 Education Building, providing increased access to purpose-built teaching and learning spaces. The proposal will be tailored to the needs of future users through the process and contribute to the delivery of the overarching UNSW Campus Master Plan. Therefore the increased supply of university infrastructure is assessed as having a very high residual social impact.

Impact rating (unenhanced)	Impact rating (enhanced)
Almost Certain / Moderate = <b>High</b>	Almost Certain / Major = <b>Very High</b>

### 7.3.2 Improved public realm and sustainability outcomes

The redevelopment of the G25 site will improve the public realm by creating a healthy, green and welcoming place for student, staff and visitors. Reconfiguring the current car dominated site and surrounding area (Library Walk) into a ‘pedestrian first’ space with publicly accessible open spaces will create a connected public realm that better links the Campus to the Randwick Health and Innovation Precinct and reinforces the civic aspect of the university at Gate 9 through the Chancellery Walk (see **Figure 9**)

The proposal aligns with the design principles outlined in **Section 5.3.2** by creating a porous, pedestrian oriented interface between the campus and the surrounding locality, generating new places for social and civic engagement with benefits for the wider community. Add some commentary in urban design report about sustainability design that aligns with University ESD framework.

Primary research data shows that 85 percent of survey participants felt that improvements to the public realm would benefit them and the community (see **Section 6.0**). This highlights a significant degree of support for redeveloping a car-oriented area of campus to prioritise pedestrian friendly and welcoming urban environments that facilitate permeability with the surrounding locality.

### Enhancement measure(s)

- Inclusion of open space features which encourage social uses by students, staff and visitors. This includes an outdoor terrace area. (Arcadia, 2024)
- Improvements to the surroundings through green design interventions. This includes boulevard tree planting, a rain garden and rain garden boardwalk

### Residual impacts

The proposal intends to improve the public realm by integrating with the surrounding locality.. The prioritisation of active transport and a pedestrian centric, social and green design will improve the everyday experience of the UNSW Campus, creating a welcoming environment for students, staff, surround and residents, as well as Randwick Health and Innovation Precinct workers and visitors.

Impact rating (unenhanced)	Impact rating (enhanced)
Almost Certain / Minor = <b>Medium</b>	Almost Certain / Moderate = <b>High</b>

### 7.3.3 Improved employment opportunities

The proposal is anticipated to support employment during the construction and operations phases. The construction phase has the potential to deliver livelihood benefits to construction workers from across the Randwick area and surrounding region. It is anticipated that proposal will facilitate employment for 216 full-time construction jobs.

The operation of the G25 Education Building is also anticipated to support additional teaching and support jobs. This will improve the livelihoods of University staff and ancillary workers whose employment will be supported by the proposed development.

### Enhancement measure(s)

- The proposal includes a café at the building entrance. This helps support additional hospitality jobs onsite during the operation phase.

### Residual impacts

The proposal will support employment throughout the construction and operations phase across a range of sectors, with priority given to local construction, hospitality, and ancillary workers.

Impact rating (unenhanced)	Impact rating (enhanced)
Likely / Minor = <b>Medium</b>	Likely / Moderate = <b>High</b>

## 7.4 Negative Impacts

### 7.4.1 Temporary disruption to daily routines during construction

Construction activities will be approximately 27 months and are expected to impact students, staff and the community surrounding the site. This will likely include dust, noise, vibration and increased traffic. This could impact people's wellbeing and ability to enjoy the University Campus environments. It may also impact staff and student's ability to concentrate when studying or work. The community survey findings demonstrated a relatively low degree of concern for construction impacts (see **Section 6.0**). This included concerns about construction traffic, dust and noise. Notwithstanding survey responses, construction (particularly during earthworks and excavation) could impact pedestrian access on Library Walk and Chancellery Walk, and those accessing G23 Solar Industrial research facility, F23 Mathew Building and F25 School of Population and Health.

Potential vulnerable groups include people with mobility impairments and sensitivities to dust and noise. This may include students, staff and visitors with long-term health conditions. For example, people with asthma, who are overrepresented in the PSL (14.9%, compared to the Sydney baseline of 6%) may be more heavily impacts by dust (see **Table 15**)

The redevelopment of the G25 site has the potential to contribute to cumulative construction impacts. Multiple developments applications are being prepared for projects across the UNSW Campus and Randwick Health and Innovation Precinct. (see **Table 3**). Coinciding and successive construction projects can cause construction fatigue for vulnerable groups.

#### Mitigation measure(s)

- Communications with students, staff and local residents during construction via University communication channels and community information letters at key project construction stages, including identification of point of contact for community enquiries and complaints.
- Hours of work to be confirmed with UNSW and the relevant stakeholders prior to construction works commencing. Hours of work to be in line with the SSSA determination.
- As the construction management plan (CMP) (AW Edwards, 2024), site notices are to be erected at the boundary of the site, including the Head Contractor Company Details, Name of the Site Manager and 24-hour contact number
- Noise producing activities will be isolated wherever possible to reduce noise impacts on workers, students, staff and surrounding residents.

#### Residual impact

Due to the site's proximity to surrounding university buildings in a high-density University Campus context, the likelihood of construction impacts occurring are high. The relatively low level of community concern demonstrates a degree of social acceptance for construction activities on campus. However, given the surrounding teaching, learning and research context, and risk of cumulative construction impacts, the social impact will likely remain high.

Impact rating (unmitigated)	Impact rating (mitigated)
Almost Certain / Moderate = <b>High</b>	Almost Certain / Moderate = <b>High</b>

### 7.4.2 Reduction in access to parking

The proposal will reduce parking availability by approximately 70 spaces (including approx. 20 spaces from H25 lift works). This may inconvenience staff and students who access the Campus from the southeast by increasing commute time to alternative UNSW car parking stations. After a period of adjustment to new travel patterns this impact is likely to be reduced.

The TIA notes that no onsite parking will be provided for the construction workforce (JMT Consulting, 2024). Therefore in the absence of provided construction parking, on street parking availability may be reduced by the construction workforce during the construction phase, this has the potential to negatively impact residents and visitors across the surrounding locality.

The community response to the reduction in parking was mixed with almost half (43%) of survey respondents indicating they were very concerned or concerned about the reduction in parking and 42% percent indicated that they were not at all concerned. Some concern was also raised about traffic and parking impacts from construction traffic (see **Section 6.0**).

**Mitigation measure(s)**

- There are currently several car parking locations on campus and the future building will include 11 on-grade spaces for service vehicles.
- UNSW have developed a transport strategy, which prioritises public transport and efficient land use. Active transport options are supported through the inclusion of bicycle parking and end-of-trip facilities that exceed the current demand. The transport strategy developed for UNSW notes that future growth of the campus is to be primarily serviced by public transport, walking and cycling rather than public parking. This is consistent with the approach noted previously in the 2007 Kensington Campus Study informing the Randwick DCP 2012 (DCP).
- There is publicly available car parking spaces located on the rooftop of the nearby Botany Street multi-storey car parking station which could be utilised by construction workers if needed (JMT Consulting, 2024).
- Site induction employees will include advice on the public transport options to encouraged construction workers to use these public transport options or carpooling arrangements to decrease the number of construction employee vehicles (JMT Consulting, 2024).

**Residual impact**

The removal of approximately 50 public parking spaces is consistent with UNSW's transport strategy, which prioritises public transport and efficient land use. After a period of adjustment for students/staff who normally utilise the removed spaces, it is considered that the residual social impact is low.

Impact rating (unmitigated)	Impact rating (mitigated)
Almost Certain / Minor = <b>Medium</b>	Possible / Minimal = <b>Low</b>

**7.4.3 Reduction in solar access**

A reduction in solar access has the potential to impact residents to the south of the site along Oval Lane, Kennedy Street, Norton Street, Botany Street and Magill Street. The impact of overshadowing was a concern amongst survey respondents. Of those who responded to the survey question regarding overshadowing (7 out of 14), 71 percent indicated that they were either somewhat concerned or very concerned.

Architectus has completed a detailed overshadowing analysis of surrounding properties, with a particular focus on the 16 residential dwellings to the south of the site. The assessment has focused on living spaces as well as private open spaces, in accordance with Chapter C1, Section 5.1 of the Randwick DCP.

Overshadowing and solar access impacts are inevitable, given the existing development site is devoid of any meaningful development. The solar assessment found that the proposal does not result in any significant additional impact or solar access impacts are considered acceptable for the following reasons.

**Mitigation measures**

- The height of the proposal has been reduced from 14-storeys to 11-storeys with consideration from solar access impacts on the surrounding community.

**Residual impact**

Solar access impacts will be limited to a small group of properties and will not result in any significant additional impact or will be limited to an acceptable level.

Impact rating (unmitigated)	Impact rating (mitigated)
Almost Certain / Minor = <b>Medium</b>	Almost Certain / Minimal = <b>Low</b>

## 8.0 Conclusion

An assessment of the social impact categories, as defined within the Social Impact Assessment Guideline (NSW DPE, 2023) has been undertaken. Each material impact has been appraised in terms of the significance of the impact, based on the likelihood and magnitude of the change experienced by the community.

This assessment has identified social benefits related to increased supply of social infrastructure, public realm improvements, sustainability outcomes and increased employment opportunities during the construction and operations phases. It is also noted that the proposal will likely cause temporary disruption to daily routines during construction, a period of adjustment for students and staff that normally utilise the removed spaces, and acceptable solar impacts for a small group of residents. Overall, the development is seen to deliver a positive social impact.

### 8.1 Recommendations

The following additional recommendations are made for consideration by the project to enhance the social benefit and further mitigate identified impacts:

- At the detailed design phase, it is recommended to co-design interior layout configurations with relevant faculty and support staff members who will be future users of the G25 Education Building. This may include stakeholder workshops with future user groups, conducted by the appointed architect and UNSW Estate Management.
- Recommend implementing wayfinding and landscaping cues at Library Walk and Botany Road to emphasis permeability between the University Campus and wider Randwick Health and Innovation Precinct.
- To promote local economic benefit, efforts should be made to support local procurement for construction workers and ancillary services once in operation such as the café operator.
- Recommend allocating more disabled parking spaces in the Botany Street Parking Station to offset the spaces lost at the current G25 at grade carpark.

# Appendix A Demographic Profile

Table 13 Resident Population Projections

Population (no.)	2024	2026	2036	2041	2016 - 2024	2024 - 2041
PSL	28,260	28,600	30,840	32,630	-6,340	+4,370
<b>Average Annual Growth (no.)</b>	<b>2016 - 2024</b>	<b>2024 - 2026</b>	<b>2026 - 2036</b>	<b>2036 - 2041</b>	<b>2016 - 2024</b>	<b>2024 - 2041</b>
PSL	-790	+170	+220	+360	-790	+260
<b>Average Annual Growth Rate (%)</b>	<b>2016 - 2024</b>	<b>2024 - 2026</b>	<b>2026 - 2036</b>	<b>2036 - 2041</b>	<b>2016 - 2024</b>	<b>2024 - 2041</b>
PSL	-2.5%	0.6%	0.8%	1.1%	-2.5%	0.8%
<b>Benchmark</b>	<b>2024</b>	<b>2026</b>	<b>2036</b>	<b>2041</b>	<b>2016 - 2024</b>	<b>2024 - 2041</b>
Greater Sydney Average Annual Growth	5,438,970	5,578,580	6,255,940	6,600,740	+414,050	+1,161,770
Growth	+51,756	+69,805	+67,736	+68,960	+51,760	+68,340
Growth Rate	1.0%	1.3%	1.2%	1.1%	1.0%	1.1%

Source: ABS, TfNSW

Table 14 Employment Population Projections

Employment (no.)	2021	2024	2031	2036	2041	2016 - 2024	2024 - 2036
Industrial	190	190	200	200	210	-20	+10
Population Serving	4,360	4,270	4,330	4,480	4,710	+130	+210
Knowledge workers	1,720	1,960	1,950	2,030	2,130	+500	+70
Traditional Office	1,650	1,720	1,740	1,790	1,810	+240	+70
Health and Education	18,960	19,830	20,400	20,760	21,530	+3,380	+930
<b>Total</b>	<b>26,880</b>	<b>27,970</b>	<b>28,630</b>	<b>29,260</b>	<b>30,390</b>	<b>+4,230</b>	<b>+1,290</b>
<b>Average Annual Growth (no.)</b>	<b>2016 - 2021</b>	<b>2021 - 2024</b>	<b>2024 - 2031</b>	<b>2031 - 2036</b>	<b>2036 - 2041</b>	<b>2016 - 2024</b>	<b>2024 - 2036</b>
Industrial	+0	+0	+0	+0	+0	+0	+0
Population Serving	+40	-30	+10	+30	+50	+20	+20
Knowledge workers	+50	+80	+0	+20	+20	+60	+10
Traditional Office	+30	+20	+0	+10	+0	+30	+10
Health and Education	+500	+290	+80	+70	+150	+420	+80
<b>Total</b>	<b>+630</b>	<b>+360</b>	<b>+90</b>	<b>+130</b>	<b>+230</b>	<b>+530</b>	<b>+110</b>

Source: TfNSW

Table 15 General population characteristics

Category	PSA	Greater Sydney
<b>Income</b>		
Median individual income (annual)	\$54,820	\$45,930
Variation from Greater Sydney median	+19.4%	n.a.
Median household income (annual)	\$111,910	\$108,750
Variation from Greater Sydney median	+2.9%	n.a.
<b>Individual income</b>		
No income	10.8%	11.2%
Low	24.4%	28.7%
Medium	43.8%	43.1%
High	21.1%	17.0%
<b>Household income</b>		
No income	3.0%	2.1%
Low	9.9%	11.3%
Medium	32.6%	34.3%

<i>High</i>	54.4%	52.3%
<b>Age Structure</b>		
0 years	1.1%	1.2%
1-2 years	1.9%	2.4%
3-4 years	1.5%	2.4%
5-6 years	1.6%	2.5%
7-11 years	3.6%	6.3%
12-17 years	4.4%	7.1%
18-24 years	14.8%	8.8%
25-34 years	26.0%	15.6%
35-49 years	20.5%	21.7%
50-59 years	9.7%	12.0%
60-69 years	6.9%	9.7%
70-84 years	6.2%	8.4%
85 years and over	1.9%	1.9%
Males	48.7%	49.4%
Females	51.3%	50.6%
Median Age (years)	32.5	37.3
<b>Country of Birth</b>		
Australia	51.3%	61.1%
<i>Aboriginal and Torres Strait Islanders</i>	0.9%	1.8%
Other Major English Speaking Countries	15.5%	7.1%
Other Overseas Born	33.2%	31.8%
<i>% speak English only at home</i>	65.7%	61.0%
<b>Household Composition</b>		
<i>Couple family with no children</i>	25.1%	24.5%
<i>Couple family with children</i>	<u>22.0%</u>	<u>36.1%</u>
Couple family - Total	47.1%	60.5%
One parent family	7.6%	11.0%
Other families	1.8%	1.1%
Family Households - Total	56.6%	72.6%
Lone person household	30.9%	23.3%
Group Household	12.5%	4.1%
<b>Dwelling Structure (Occupied Private Dwellings)</b>		
Separate house	16.3%	56.1%
Semi-detached, row or terrace house, townhouse etc.	11.8%	12.8%
Flat, unit or apartment	70.5%	30.7%
Other dwelling	1.4%	0.4%
<i>Occupancy rate</i>	86.2%	91.8%
Average household size	2.2	2.7
<b>Tenure Type (Occupied Private Dwellings)</b>		
Owned outright	21.6%	28.3%
Owned with a mortgage	19.0%	34.0%
<b>Rented</b>	<u>57.8%</u>	<u>36.1%</u>
<i>State or territory housing authority</i>	1.6%	3.3%
<i>Housing co-operative/community/church group</i>	0.7%	0.8%
<i>Other</i>	55.6%	32.0%
Other tenure type	1.6%	1.6%
<b>Attending Education (% of those attending)</b>		
Pre-school	4.8%	8.0%
<b>Infants/Primary Total</b>	<u>16.5%</u>	<u>31.4%</u>
<i>Government</i>	62.7%	68.6%
<i>Catholic</i>	21.9%	18.8%
<i>Other</i>	15.4%	12.5%
<b>Secondary Total</b>	<u>13.3%</u>	<u>24.9%</u>

Government	35.2%	54.7%
Catholic	36.7%	25.3%
Other	28.1%	20.0%
Technical or Further Educational Institution	10.6%	10.2%
University or other Tertiary Institution	49.7%	21.4%
Other type of educational institution	5.1%	4.2%
% of total population attending education	#DIV/0!	25.8%

#### **Highest Level of Education Completed (% of population aged 15 years and over)**

Year 12 or equivalent	86.0%	71.4%
Year 9-11 or equivalent	11.5%	23.5%
Year 8 or below	2.0%	3.5%
Did not go to school	0.6%	1.6%

#### **Non-school Qualifications (Employed persons aged 15 years and over )**

Postgraduate degree	24.1%	16.3%
Graduate diploma or certificate	3.8%	3.7%
Bachelor degree	45.5%	37.8%
Advanced diploma or diploma	12.6%	16.7%
Certificate	13.9%	25.5%

#### **Employment Status**

Unemployed/ looking for work	5.6%	5.0%
Labour force participation rate	65.8%	60.0%

#### **Need for Assistance**

With Need for Assistance	3.6%	5.5%
No Need for Assistance	96.4%	94.5%

#### **Top 10 Countries of Birth**

	<b>PSA</b>	<b>Greater Sydney</b>
1	Australia (51.3%)	Australia (61.1%)
2	England (6.2%)	China (4.9%)
3	China (6.2%)	India (3.8%)
4	Ireland (4.0%)	England (3.1%)
5	India (2.6%)	Vietnam (1.9%)
6	Indonesia (2.2%)	Philippines (1.9%)
7	New Zealand (2.2%)	New Zealand (1.7%)
8	Malaysia (2.0%)	Lebanon (1.2%)
9	Philippines (1.8%)	Nepal (1.2%)
10	Bangladesh (0.4%)	Iraq (1.1%)

#### **Top 10 Languages Spoken at home (other than English)**

	<b>PSA</b>	<b>Greater Sydney</b>
1	Mandarin (7.0%)	Mandarin (5.3%)
2	Greek (2.7%)	Arabic (4.4%)
3	Cantonese (2.5%)	Cantonese (2.9%)
4	Spanish (2.3%)	Vietnamese (2.3%)
5	Indonesian (2.0%)	Hindi (1.5%)
6	Portuguese (1.5%)	Greek (1.5%)
7	French (1.3%)	Spanish (1.3%)
8	Russian (1.0%)	Nepali (1.2%)
9	Italian (0.9%)	Korean (1.2%)
10	Hindi (0.8%)	Italian (1.0%)

#### **Religion**

Buddhism	3.7%	4.1%
Christianity	43.8%	49.0%
Hinduism	2.6%	5.2%
Islam	2.8%	6.7%
Judaism	3.4%	0.7%
Other Religions	0.4%	1.3%
No religious association	43.4%	32.9%

#### **Long-term Health Conditions**

Asthma	14.9%	6.3%
Cancer	20.1%	1.9%
Dementia	4.8%	0.5%
Diabetes	0.8%	4.1%
Heart disease	7.0%	2.9%
Kidney disease	6.1%	0.4%
Lung condition	0.5%	0.8%
Mental health condition	1.0%	6.1%
Stroke	22.7%	0.4%
Other	0.9%	6.9%
None	21.1%	63.4%

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**Provided Unpaid Childcare**

Females	21%	29%
Males	18%	24%

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# Appendix B Scoping Study

Potential Impact	Initial Assessment			Impact Research		
	Social factor/s	Key impacted stakeholder/s	Impact dimensions (likelihood, duration, experience)	Primary Data	Secondary Data	Questions for discussion with UNSW
<p><b>Enhanced access to social infrastructure</b> that is needed to support further growth of the University and Randwick Health and Education Precinct and be the first building to be delivered as part of the UNSW Campus Masterplan.</p> <p>The building will also provide a new type of learning model with large format areas for teaching.</p>	<ul style="list-style-type: none"> <li>• Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• Current UNSW students and staff</li> <li>• Future users of the building – students and teaching staff</li> </ul>	<p>Almost certain, ongoing, <b>positive</b></p>	<ul style="list-style-type: none"> <li>• SIA Survey</li> <li>• Stakeholder interview with UNSW student body and staff representative/s</li> </ul>	<ul style="list-style-type: none"> <li>• Consultations Outcomes Report</li> </ul>	<ul style="list-style-type: none"> <li>• As discussed in the inception meeting, please provide the document/details on demonstrated need for the facility.</li> </ul>
<p><b>Improved public realm and sustainability outcomes</b> by contributing to providing a pedestrian and cycle friendly campus and delivery of a 6-star green rating building.</p>	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Way of Life</li> <li>• Surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• Current UNSW students and staff</li> <li>• Visitors to the University</li> </ul>	<p>Almost certain, ongoing, <b>positive</b></p>	<ul style="list-style-type: none"> <li>• SIA Survey</li> <li>• Stakeholder interview with UNSW student body and staff representative/s</li> </ul>	<ul style="list-style-type: none"> <li>• Landscape plans and report</li> <li>• Architectural plans and report</li> <li>• Connecting with Country report</li> <li>• Green Star credits</li> </ul>	<ul style="list-style-type: none"> <li>• How many cycle spaces are being provided?</li> <li>• Does UNSW have a Green Travel Plan?</li> </ul>
<p><b>Improved employment opportunities</b> for construction workers, hospitality workers and future UNSW staff</p>	<ul style="list-style-type: none"> <li>• Livelihoods</li> </ul>	<ul style="list-style-type: none"> <li>• Job seekers – construction and teaching</li> <li>• Future hospitality workers</li> </ul>	<p>Almost certain, temporary and ongoing, <b>positive</b></p>	<ul style="list-style-type: none"> <li>• NA</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• How many FTE jobs will be created during the construction phase?</li> <li>• How many FTE jobs will be created during the operations phase and confirm if this will be</li> </ul>

Initial Assessment			Impact Research			
		<ul style="list-style-type: none"> <li>Future operators or food and beverage businesses</li> </ul>				additional teaching roles for the University.
<p><b>Cumulative impact to people's wellbeing during construction due to noise, vibration, dust and traffic</b> noting that there are other major projects planned for UNSW and the Prince of Wales Hospital major redevelopment.</p>	<ul style="list-style-type: none"> <li>Way of Life</li> <li>Health and Wellbeing</li> <li>Surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Current UNSW students and staff</li> <li>Visitors to the University</li> <li>Immediate residential neighbours located along Oval Lane, Kennedy Street, Norton Street, Botany Street and Magill Street.</li> <li>Wider Kensington and Kingsford community</li> <li>Road users</li> </ul>	Almost certain, temporary, <b>negative</b>	<ul style="list-style-type: none"> <li>SIA Survey</li> <li>Attendance at community engagement activity</li> <li>Stakeholder interviews with Prince of Wales Hospital representative and UNSW student body and staff representative/s</li> </ul>	<ul style="list-style-type: none"> <li>CMP Report</li> <li>Noise and Vibration Assessment</li> <li>Traffic Report</li> </ul>	<ul style="list-style-type: none"> <li>Are there buildings with sensitive facilities / equipment on campus that might be sensitive to construction?</li> </ul>
<p><b>Reduction in access to parking</b> due to redevelopment of current at grade parking on site.</p>	<ul style="list-style-type: none"> <li>Way of Life</li> </ul>	<ul style="list-style-type: none"> <li>Current UNSW students and staff</li> <li>Wider Kensington and Kingsford community</li> </ul>	Likely, temporary / ongoing <b>negative</b>	<ul style="list-style-type: none"> <li>Attendance at community engagement activity</li> <li>SIA Survey</li> <li>Stakeholder interview/s with UNSW student body and staff representative/s</li> </ul>	<ul style="list-style-type: none"> <li>Traffic Report</li> </ul>	<ul style="list-style-type: none"> <li>Does the University intend to offset the loss of at grade parking at the G25 site by creating additional parking or increasing active and public transport uptake?</li> <li>Does UNSW have a Green Travel Plan?</li> </ul>
<p><b>Reduction in solar access</b> for residents to the south of the site along Oval Lane, Kennedy Street, Norton Street, Botany Street and Magill Street. The 13-14-story proposal may cast shadows over neighbours north facing aspects and outdoor spaces.</p>	<ul style="list-style-type: none"> <li>Surroundings</li> <li>Way of Life</li> </ul>	<ul style="list-style-type: none"> <li>Immediate residential neighbours located along Oval Lane, Kennedy Street, Norton Street, Botany Street and Magill Street.</li> <li>Current UNSW students and staff</li> </ul>	Likely, ongoing, <b>negative</b>	<ul style="list-style-type: none"> <li>SIA Survey</li> <li>Attendance at community engagement activity</li> </ul>	<ul style="list-style-type: none"> <li>Architectural designs</li> <li>Visual Impact Assessment (VIA)</li> <li>Solar Access Study</li> </ul>	<ul style="list-style-type: none"> <li>How have the design options considered minimising the reduction in solar access for immediate neighbouring residents?</li> <li>Has any consultation taken place with neighbours?</li> </ul>

