

DEPARTMENT OF ARCHITECTURE AND
INTERIOR DESIGN (DAID)

SCHOOL OF ENGINEERING AND
ARCHITECTURE (SEA)

DAID FORUM FOR RESEARCH AND DESIGN SOLUTIONS
2025/2026, STUDIO IV, VOLUME 1

DESIGN OF UNIVERSITY CAMPUS STUDENT HUBS

Part 3: Design Solutions

Editor in Chief: Prof. Arch. Paul Maringa (PHD), CBS, FAAK, MKIP










DEPARTMENT OF ARCHITECTURE AND INTERIOR DESIGN
SCHOOL OF ARCHITECTURE AND ENGINEERING
KENYATTA UNIVERSITY

DAID forum for research and design solutions,

2025/26, Studio IV, Volume I.

Design of University Campus Student Hubs.

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Prof. Arch. Paul Mwangi Maringa (PhD), CBS, FAAK, MKIP

Department of Architecture and Interior Design (DAID),

School of Engineering and Architecture (SEA), Kenyatta University (KU),

Nairobi, Kenya.

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Design of University Campus Student Hubs

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Foreword

It is with great pride and genuine admiration that I present this documentation of the Fourth Year Architecture Design Studio. This book captures not only the final outcomes of the studio but, more importantly, the journey that led us there; a journey of exploration, persistence, creativity, and intellectual growth. Architectural education is never solely about the final drawing, model, or presentation. It is more about the process of questioning, experimenting, failing, refining, and ultimately discovering one's own architectural voice. Throughout this studio, our students demonstrated remarkable dedication to this process. Week after week, they engaged with ideas, challenged assumptions, and pushed the boundaries of their thinking to transform concepts into meaningful architectural proposals. As a studio master, lecturer, and mentor, it has been a true pleasure to witness the evolution of these projects and, more significantly, the growth of the students as designers. Each design presented in this book reflects not only technical development and spatial understanding but also the personal character, identity, and values of its designer. Architecture at this stage becomes deeply personal. It begins to reveal how each student sees the world and how they aspire to shape it. The studio explored complex questions about space, society, culture, and innovation. Students were encouraged to think critically about the role of architecture in responding to contemporary challenges while remaining sensitive to context and human experience. The outcomes documented here demonstrate their ability to translate ideas into thoughtful architectural solutions. This book therefore stands as a record of commitment, creativity, and resilience. It celebrates the collective effort of a group of emerging architects who approached their work with enthusiasm and determination. I am confident that the skills, insights, and confidence they have gained through this journey will continue to guide them as they move forward in their professional and academic paths. To the students: your passion, curiosity, and perseverance have been truly inspiring. It has been an honour to accompany you on this journey.

Dr. Rehab Elnaggar Hamdi,

Year Master Bachelor of Architectural Studies (BAS) IV, Architecture Design Studio.



Editorial note

Pedagogical Foundations of Architectural Inquiry

Intellectual curiosity and systematic inquiry serve as the fundamental components of creative pedagogy within academic institutions. The development of architectural imagination requires a synthesis of speculative exploration and rigorous, structured cognition, allowing designers to navigate complex possibilities within defined theoretical frameworks. This design potential is contingent upon the practitioner's ability to integrate contextual variables and analyse both regional and international precedents to achieve practical and theoretical depth.

Methodological Frameworks and Collaborative Innovation

The discourse examines the dialectic between creative autonomy and methodological constraint. By adhering to rigorous principles and established methodologies, the objective is to conceptualize habitable environments that are responsive to human activity and specific social requirements. This methodology emphasizes context-sensitive solutions that are deeply rooted in the academic learning environment. Furthermore, innovation is characterized not as an isolated achievement but as a collaborative process that is continuously informed by the socio-spatial dynamics and the specificities of a project's location and stakeholders.

The Design Studio as a Site of Synthesis

The pedagogical trajectory adopted here directs emerging designers through a comprehensive survey of historical analysis, site investigations, design philosophy and design resolution procedures. This curriculum culminates in the design studio, which serves as a primary environment for the refinement of concepts through iterative critique and rigorous analytical processes. Throughout this process, students engage in an evaluation of societal needs, cultural values, and spatial properties to produce design resolutions that balance technical feasibility with representational clarity. The final outputs are manifested through comprehensive annotated technical drawings and models, which serve as a formal record of the integrated creative and analytical process.

In this studio, we therefore explore the educational philosophy behind training future architects, emphasizing a balance between boundless imagination and structured methodology. The design studio served as a transformative space where students merge historical knowledge and site analysis to solve complex spatial problems. This approach prioritizes collaborative innovation and a deep sensitivity to the social and environmental context of every student's design solution. Ultimately, the work that is rendered in here outlines a curriculum that transitions from theoretical inquiry to the creation of tangible, functional sanctuaries. The goal is to produce designers who can synthesize artistic vision with the technical rigor required for real-world construction.

Prof. Arch. Paul Mwangi Maringa (PhD), CBS, FAAK, MKIP.
Studio Master BAS IV, Architecture Design Studio.

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Preface

Student Hub - Kenyatta University main Campus The Student Hub in a university campus is essential as it creates a central, inclusive space that fosters academic, social, and emotional well-being for students. It encourages collaboration, innovation, and community engagement by bringing together: learning support, recreational areas, wellness services, and social spaces under one roof. The hub enhances the campus experience, strengthens the sense of belonging, and supports student success beyond the classroom. It also reflects the university's commitment to holistic education and student-centred design.

1. **Project Overview**:

Design a multifunctional Student Hub within Kenyatta University campus that fosters collaboration, wellness, creativity, and interaction among students. The hub should act as a third place (outside class and dorms) and reflect inclusivity, sustainability, and student identity. The Student Hub should serve as a central, inclusive, and vibrant space for students. It must integrate formal and informal learning spaces, social interaction areas, wellness facilities, recreational zones, and cultural expression spaces. Flexibility, sustainability, and accessibility should be key design drivers.

This design studio focuses on the development of a Student Hub—a multifunctional, inclusive, and vibrant space designed to meet the evolving needs of students within the Kenyatta University campus. The project aims to explore architecture that promotes collaboration, well-being, identity, and sustainability.

2. **Project Aim:**

To design a multifunctional student hub that fosters interaction, academic support, well- being, and campus life engagement.

To create a user-centred, climate-responsive, and functional hub that enhances student life by integrating academic, social, and wellness functions.

The focus can be on flexibility, sustainability, and creating a strong sense of community within the campus.

- Promote interaction and community-building
- Provide spaces for academic support, socialization, and wellness
- Incorporate sustainable design strategies
- Ensure accessibility and flexibility

1. **Learning Objectives:**

- Strengthen spatial design skills through real-life needs.
- Engage with user research and participatory design.
- Respond to site-specific context and constraints.
- Develop sustainable and inclusive design strategies.
- Practice clear conceptual development from idea to form.

Preface

1. Functional Requirements:

- Informal lounges & collaborative workspaces
- Private reading and study areas
- Counselling & wellness rooms
- Multipurpose hall and/or events space
- Exhibition/display areas for student work
- Café & social zones
- Outdoor shaded seating
- Student support counters or offices
- Accessibility features (elevators/ramps/toilets) It's a multifunctional, inclusive spaces.

Proposed Spaces and Area Breakdown:

Space	Approx. Area (sqm)
Reception & Info Desk	30–40
Multipurpose Lounge	120–150
Co-working / Study Spaces	100–120
Quiet study zone	40–50
Group discussion rooms (2–3)	60
Innovation / Makerspace	80–100
Computer Lab / Digital Hub	60–80
Wellness Room (meditation, etc.)	30–40
Counselling & Support Offices	2 rooms @ 20 each
Café / Refreshment Area	100
Indoor Recreational Area	80–100
Outdoor Seating / Amphitheatre	Variable
Exhibition / Display Zone	40–60
Washrooms & Support Spaces	60–80
Student services and info centre, storage	30–40
Total Built Area Estimate:	**800–1000 sqm (can expand depending on student vision)**

Design Priorities:

Inclusivity: Accommodate diverse student needs and abilities

Flexibility: Adaptable spaces for different uses/times of day

Sustainability: Passive cooling, daylight use, water efficiency

Community: Enhance student identity, sense of belonging

Context: Reflect the university's character and local culture

MOTTO

Let this hub be more than a building—

let it become a heartbeat of campus life.

The design process for architectural design studio project: student hub as a third place

A Hub for Minds in Motion

The aim of the design studio was to design a multifunctional student hub that fostered interaction, community-building, socialization, wellness and wellbeing, academic support, and campus life engagement. The hub was to be user-cantered, climate-responsive, and functional, enhancing student life by integrating academic, social, and wellness functions. Emphasis was to be placed on flexibility, accessibility, sustainability, student identity and creating a strong sense of community within the campus, in sum, incorporating sustainable design strategies. In this way, the hub was act as a third place outside the class and residence. This is in reference to the concept of a *Third Place* from Ray Oldenburg (1989)- *The Great Good Place*, referring to spaces outside home (first place) and work/study (second place) where people gather, socialize, collaborate, and relax. As a consequence, the learning objectives included strengthening spatial design skills to deal with real-life needs by responding to site-specific context and constraints and user research and participatory design strategies. This was also to involve clear conceptual development from idea to form towards developing sustainable and inclusive design strategies. Correspondingly, the Design Priorities were Inclusivity (to accommodate diverse student needs and abilities); Flexibility (to adaptable spaces for different uses/times of day); Sustainability (to emphasise passive cooling, daylight use, water efficiency); Community (to enhance student identity, sense of belonging) and finally the Context (to reflect the university's character and local culture).

Processes, Phases and Deliverables

The prescribed project timelines were as follows:

- Week 1–2: Precedent studies, Site visit, analysis and mapping
- Week 3–4: Concept and Form development
- Week 5–6: Space programming, schematic design
- Week 7–10: Design development, presentation drawings & models

These timelines were more or less adhered to the students, the expected back and forth especially after design crits, pinups or discussions that necessitated relooking at some steps.

As a consequence, the design process for designing the Student Hub as a Third Place followed a systematic sequence of stages that helped transform the initial ideas into developed architectural proposals, following a structured design process that moves from understanding the problem to producing optimum final solutions, that adequately respond to student needs, site conditions, functional requirements and more importantly bring out the desired concepts and meanings. Therefore, the design process roughly and often cyclic with several iterations followed the steps as follows

Week 1–2: Precedent studies, site visit, analysis and mapping

Process No.01: Project Introduction, Understanding, Brief and Problem Definition

The purpose and meaning of the Student Hub were clarified, discussed and agreed upon. These activities in this stage included understanding what a Third Place meant for students, understanding the purpose of the Student Hub, identifying the target users (students, staff, visitors), defining project objectives and expectations and establishing the scope of the project. The students also identified and defined the key activities of the hub inclining social interaction, relaxation, food and drink, refreshment, worship, events, exhibition, collaboration, and sometimes studying. Hence the outputs in this stage were: The Project goals and objectives, the Design Brief, the key spatial requirements and the initial project statement, defining the "why," "what," and "who" of a project, outlining goals, target audience, scope, and key deliverables. The aim was to align and bridge to targeted user needs with the proposed design solutions.

Process No. 02: Research Literature Review and Precedent Studies

The students researched on similar projects, theoretical concepts and background information relevant to student hubs with the aim of building theoretical knowledge and design inspiration. The focus included characteristics of successful third places such as accessibility, comfort, flexibility and inclusivity. The case study and precedent analyses focused on analysing existing student hubs and similar buildings to learn from real examples: spatial organisation, functional zoning, circulation patterns, architectural form, material use and the relationship with outdoor spaces. The focus was on student behaviour and campus life, informal learning environments, collaborative learning spaces and social spaces in universities. This involved the study existing student hubs, learning commons, informal campus gathering spaces, community spaces student union buildings, social and collaborative spaces, campus community interaction, community centres, student-centred and informal learning environments, both locally and internationally, as well as in the present and in the past. As such the key activities at this stage included study of books, articles, and journals; review of review existing student hub designs; and discussion with experts, students, and staff. Hence, the key expected out puts at this stage were a demonstration of conceptual understanding of student spaces and key design principles, case study diagrams, strengths and weaknesses of precedents, and lessons learned leading to design principles and key ideas that would inform the project.

Process No. 03: Site Analysis

The students examined and analysed the physical and social conditions of the project site. The key factors analysed included location within campus, accessibility and circulation and pedestrian flow, climate (sun, wind, rain), topography, noise levels, activity zones, existing buildings and landscape, as well as views and surrounding buildings. Some of the analysis tools employed were site maps, sun path diagrams, wind analysis, pedestrian flow mapping, and circulation diagrams. The main output was the opportunities and constraints map that would guide to project to the end.

Process No. 04: User Analysis and Needs Assessment

The students sought to understand who will use the hub and how. This involved the use of surveys and questionnaires, interviews with students, staff and visitors, as well as observation of campus activities. These included needs associated with quiet study spaces, group collaboration zones, social gathering areas, event and activity zones, food and café spaces, individual study areas, indoor and outdoor relaxation spaces. The outputs included user personas and profiles, user needs, activity patterns, activity diagrams, spatial needs list. More importantly the students were encouraged to look at the user as themselves, asking themselves what space would meet their own individual needs in a ‘Third Place’, and then go ahead and design it.

Week 3–4: Concept and form development

Process No. 05: Space Programming or Program Development

The students translated the above user needs into architectural spaces and approximate sizes. For example, the need for informal interaction for 50 students at a time calls for a space called as social lounge of 100 square metres, and the need for group works calls for collaborative rooms among others. Hence the out puts include space schedules, area requirements, and functional relationships.

Process No. 06: Concept Development

The students developed design ideas that expressed the Third-Place concept that incorporated their own personal views, outlooks and design philosophies that would comprise the main central design ideas that would guide their projects to the end. The concepts focused on included collaboration, connectivity, flexibility, community interaction, community/campus living room, Interactive learning environment, learning landscape, open and flexible social hub, Indoor–outdoor social space. The tools used, which are the same as the outputs included concept sketches, diagrams, and design statements, including conceptual drawings that incorporated all the previous processes.

Process No. 07: Spatial Organization and Zoning

The students organized the spaces according to activity types and levels. These included quiet zones for individual study, semi-active zones for collaboration and group work, active/social zones for relaxation and interaction such as café and events, as well as private, semi-public and public spaces. The tools and outputs included bubble diagrams, functional zoning diagrams, and circulation drawings among others.

Process No. 08: Form and Massing Development

The students translated the spatial ideas into building form and architectural expression. The key considerations included relationship and integration to the site, landscape and context, building massing, the concept, openness and transparency, indoor–outdoor interaction, building orientation, natural lighting, indoor–outdoor connections, ventilation and air movement among others. The tools and outputs were the massing models, form exploration sketches, conceptual sections and 3D studies and 3D conceptual models.

Week 5–6: Space programming, schematic design

Design Development

In this stage the designs and the architecture were refined into more detailed architectural drawings. the focus was on utility, aesthetics, interior layout, structure and structural systems, materials and façade design, landscape integration, environmental sustainability strategies, lighting and ventilation, furniture and interior design. The typical tools, outputs and deliverables included floor plans, sections, elevations, detailed diagrams, 3D visualizations and physical study models.

Week 7–10: Design development, presentation drawings & models

Process No. 10: Final Presentation

After several induvial desk crits, group crits, discussions, presentations and pinups, the students produced drawings that communicated the designs with acceptable clarity and detail, that communicated satisfactorily the completed designs clearly and professionally. The tools and outputs included firstly a presentation the outcomes of all the previous process such site analysis, needs assessments, concepts and others in a more distilled refined and concise manner. Hence the deliverables were as follows:

- Site analysis and user research documentation
- Design concept statement and diagram

These were followed by the final outputs typically comprising design narratives explaining the concepts etc, site plan, master plan, floor plans, sections and elevations, 3D renderings or visualizations, physical and digital models, design narrative and design reports. Hence the deliverables were as follows:

- Plans, sections, and elevations, landscape (to scale)
- 3D perspectives and renderings that showcase the interiors / digital or physical model
- Final presentation board and verbal presentation
- Technical Drawings/ Details: Develop technical drawings / construction details.
- Sustainability Plan: Outline sustainable design strategies and technologies incorporated into your project
- Presentation: A comprehensive presentation that communicates the whole journey

Evaluation Criteria for the final design included clarity of design concept, responsiveness to user needs, site and environmental integration, technical resolution and creativity, graphic communication and presentation quality. Among several other principles, the design process and evaluation criteria was generally guided by the Vitruvian Triad of '*Firmitas, Utilitas, Venustas' or* Firmness, Commodity, and Delight; three core principles of architecture defined by Vitruvius dictates that state that a structure must be strong, functional, and beautiful to be truly successful. Firstly, the structural integrity and durability of a building was to be clearly demonstrated through a clear efficient practical and buildable structural system. Secondly, the design was to serve its purpose effectively, be user-friendly, and with efficiency of space. Thirdly, the aesthetic quality, proportion, and visual harmony, was to provide pleasure and emotional impact to the users.

In conclusion, while the design process followed the above ten sequential processes, the process was not liner by any means. There were numerous overlaps and back and forth, with the designs having several iterations towards the improved final solutions. For example, several students we still refining their concepts and forms in the Eighth week (week 8) even as they worked on design development, and final presentation drawings and models. Importantly the student became more aware of the fact that Architectural Design is not a liner process following a straight programme, but a **cyclical** iterative process that eventual moves towards more optimum and desired solutions for the problems at hand.

Part 3:
Design Solutions

Chapter 13:
Topical cues on
design philosophies & concepts

In order to maintain accuracy of the originally intended meanings and retain authenticity, materials obtained from online sources and published references are acknowledged using essential links and names of authors.

An introductory lecture by: Prof. Paul Mwangi Maringa (PhD), CBS, FAAK, MKIP,
Adjunct Professor of Architecture and Planning

UNDERSTANDING DESIGN:

DEFINITION OF DESIGN AND ITS PURPOSE:

Designing is the art of creating something that is both functional and visually appealing.

We design to communicate, express ourselves, and solve problems.

Designing helps us to create products that are more efficient, effective, and user-friendly. Mohammed Adib, https://bootcamp.uxdesign.cc/why-design-understanding-the-purpose-behind-designing-1673d25019c7

ELEMENTS OF DESIGN:

Line, shape, form, space, texture, tone (or value) and colour, are elements or materials from which all designs are built." Hiking Trail Club,

https://guelphhiking.com/Elements-of-Design#:~:text=The%20elements%20of%20design%20are,which%20all%20designs%20are%20built.%

BASIC PRINCIPLES OF DESIGN:

These include, contrast, balance, emphasis, proportion, hierarchy, repetition, rhythm, pattern, blank-empty or void spaces, movement, variety, and unity.

These principles are configured in careful complementation to create appealing and functional designs that have contextual value to users. Design often addresses spaces and artifacts for use by people. It is defined by the intended purpose of use by the client.

Design therefore is necessarily driven by a functional purpose. In this regard it is different from art that may purely expresses ideas or emotions. (Meg Reid,

https://www.vistaprint.com/hub/principles-of-design#:~:text=The%20fundamental%20principles%20of%20design,attention%2C%20a%20point%20of%20focus. Cameron Chapman,

https://www.toptal.com/designers/gui/principles-of-design-infographic#:~:text=There%20are%20twelve%20basic%20principles,that%20make%20sense%20to%20users).

GENERAL MEANING OF PHILOSOPHY:

Scholars generally associate philosophy with the study of the fundamental nature of knowledge, reality, and existence. They relate it to theory or attitude that guides behaviour. As a philosophical stance, managing expectations for instance leads one to set modest goals or targets. This as a principle impulse to behaviour aids one to absorb poor or low performance with less vexation and anxiety. The term wisdom has over the years often been used interchangeably with philosophy, often seen as a venture to comprehend basic truths of existence, with its intricate social relationships (https://philosophy.fsu.edu).
Philosophers are seen as a logical thinkers involved in an enterprise to gain completeness of well-reasoned, evidential knowledge. Two philosophical threads that easily come into view hre are:

1. The history of philosophy. These are evident in: (1) Ancient Philosophy, from Socrates to Augustine; (2) Medieval Philosophy, from Augustine to Machiavelli; and (3) Modern Philosophy, from Descartes to Kant.
2. Systematic philosophy. This is manifested in: (1) metaphysics - the study of reality; (2) ethics - the study of what is morally right and good; (3) Epistemology - the study of how we know reality; (4) logic - the study of good arguments; (5) Aesthetics - the philosophy of art, or the study of appreciating the beautiful; and theory of art; and (6) Socio-political philosophy - the study of political and legal theories.

(https://www.depauw.edu/academics/departments-programs/philosophy/what-is-philosophy/#:~:text=Examples%20of%20systematic%20philosophy%20would,the%20study%20of%20appreciating%20the)

PHILOSOPHY OF DESIGN – WHAT DESIGN IS:

Design relies on art as an input and is therefore not exclusively defined by art. There is practice or use of art to creating great design, but the final output of the design process is not art.

Art is creative expression intended to provoke questions and individual interpretation. Art is inspiring, emotional and important. However, it often does not fill a specific need beyond humanities' desire to express itself. Design though is a process intended to solve a problem, and as a result, satisfy a need for users that will ultimately interact with the solution that is developed.

In consequence, design should not be open to interpretation but instead should define how it is to be engaged with and should guide a user at each stage of that engagement. So, whereas art provokes questions, design proffers solutions.

As design is driven by purpose, it manifests the reality, function or context it seeks to serve. Appropriate design therefore resonates with the end-user client population, and their reality or context of functional needs, socio-spatial settings and cultural realities, all which must be truly felt and be well understood by the designer.
This perspective is well captured in Dieter Ram's dictum, *"Indifference towards people and the reality in which they live is actually the one and only cardinal sin in design",* which reflects his design philosophy of Less, but better, that accorded premium to a functionalism design approach, placing function before form.

Design is a never-ending cyclic spiral rather than a journey to an end state. It is never perfect. It is a continuous process subject to change through a user feedback loop. Its suggested solutions, evolves with a dynamically transforming complex social context, which changing circumstance also receives and responds to the impulses from the design itself. As such, design is always in transition, always in cumulative self-reinforcing iterations, and can never quite attain an end state perfection or perfect fit.

Design is an informal sequencing of thought and reflection. It is neither a set of tools, nor a standardized process. As such, every problem presents its own unique set of characteristics, such that there is no rule of thumb route or sequence of activities to follow in order to achieve a favourable solution.`

Design must be easily legible to the user. It therefore ought to reflect its intended function in a simple forthright manner, without ambiguity. Design elicits empathy with users and by extension, the subjective complex and ever shifting emotions of pleasantness, ease, comfort, interest and therefore delight.

(Jessee Weaver, "What is your design philosophy", 2015,

https://hairyelefante.medium.com/what-is-your-design-philosophy-a32d43985899).

POPULAR DESIGN PHILOSOPHIES:

1. Form Follows Function (Architect Louis H. Sullivan). In this mold, design is expected to be straight forward, relating expression to functional needs of users. Spaces then must derive character from the desired uses of such spaces.

   The building envelop and resulting forms are also expected to express the internal functions of the buildings they embellish. To this extent, and consistent with a view that aesthetics must be founded upon functional value, Frank Lloyd Wright averred that form and function are one.

2. Details are not mere details, rather they make the design (Architect Charles Eames). This attitude towards design is anchored in the common adage that "God or the good god is in the details", that affirms the value of details and the need to take them seriously.

   The saying was coined much earlier first by Gustave Flaubert, followed by the German art historian Aby Warburg and then architects Ludwig Mies van der Rohe and Le Corbusier.

   For this orientation, designers are encouraged to give every aspect of a design full attention. The understanding that great design is both pleasing and functional and that it emerges from a composition of well-crafted details finds a home in this philosophy too.

   (https://blog.proto.io/10-of-the-best-design-philos ophies-of-all-time/:).

3. To provide meaningful architecture is not to parody history, but to articulate it (Architect, designer and artist Daniel Libeskind). The intention here is to display the horror of history so as to engender learning and understanding while integrating it with hope for a better tomorrow. Libeskind strove to attain this in his designs of the Jewish Museum in Berlin, Denver Art Museum's extension in the U.S., and the Imperial War Museum in England.

This thinking resonates with Frank Gehry's perceptions of deconstructivism as a philosophy for designing a better future from the brokenness of human experience. His pronouncement that Architecture, should speak of its time and place, while yearning for timelessness finds resonance here too.

Here, architecture is expected to serve as a repository of human experiences past, present and future with full deep historical value, as a timeless archive. It should avoid mere replication of artifacts and ideas of the past but instead infuse full, relevant present meaning to designs.

Also relevant here is the philosophical poise of design as a cultural artifact. Yves Behar, chief creative officer of Jawbone and arguably the most influential industrial designer alive, asserts that the work of a designer is really at the intersection of commerce and culture. True value in designs therefore emerges when they are nested in and exude distinctive cultural flavour.

https://blog.proto.io/10-of-the-best-design-philosophies-of-all-time/:).

4. Life is chaotic and buildings should reflect this reality (Architect Frank Gehry). Interpreted here is the deconstructivism design philosophy to defy tradition and expand personal choice, in the sense of appreciating that, life is not a set of monotones and reduced simple rules, but rather an ever-changing dynamic of diversity of preferences and choices. Gehry ventures to capture this thinking in his design of the Guggenheim Museum.

5. Anything that exists only to satisfy the ego of the designer must be eliminated, (Eric Reiss, Theoretician, consultant and author).

Emphasis here is laid on the need to subsume the preferences of an architect and instead give pre-eminence to the priorities of the user. Consistent with this is the associated philosophy that a design is not complete until it is put into use (Brenda Laurel, researcher and a videogame designer).

Of prime value here is the end consumer who then is ascribed the dominant role of validating all design. Also cast in this same framework is the philosophy that all fine architectural values are human values, else they are not valuable (Architect Frank Lloyd Wright).

The persuasion that humanity is at the centre of all design for man and society is accorded centre stage. Buildings and their contrived environments must therefore reflect the essence of humanity and its culturally contextual values.

In the absence of such inclinations, architecture becomes stale and irrelevant. Value is seen in the philosophical thought that while good design is obvious, great design is transparent (Joe Sparano, Graphic Designer). In such an understanding, designers are encouraged to imagine how people use their designs as a way to keep the designs accessible, simple legible and easy to use.

6. Simplicity is not the absence of clutter (Jonathan Ive, designer for Apple). Integral to this thinking is the ongoing discussions kicked off by Mies van der Rohe of 'less is more", and repudiated by Robert Venturi "less is a bore" in his writings on complexity and contradictions in architecture.

Simplicity then should not require reduction in diversity and intensity of variance, but rather an introduction or complex order and clarity. Reinforcing this thinking is the notion that good design is as little design as possible.

Further, thought is underpinning here on the conviction espoused by Jonathan Ive and Stefan Sage Meister, Diego Armani and Ludwig Mies van der Rohe among others that is founded on the value of controlled reduction or minimalism (less is more) as opposed to unwarranted embellishment

(https://blog.proto.io/10-of-the-best-design-philosophies-of-all-time/ :)

7. Good design redefines itself, rapidly. Alexander Rodchenko, one of the founding fathers of the constructivist movement, advocated for making multiple variations of the same subject to capture its essence, declaring that *"one has to take several different shots of a subject, from different points of view and in different situations, as if one examined it in the round rather than looked through the same keyhole again and again"*. Accordingly, therefore, design does not exist in isolation but rather it emanates from and reflects its client society, changing and adapting in rhythmic iterations and at pace with corresponding changes in society. (https://blog.proto.io/10-of-the-best-design-philosophies-of-all-time/ :).

The preceding discussion restates and articulates the ideas of Karen Elyssa, 2020, in her writing "10 Design Philosophy Ideas for Architecture Students

https://girlbossarchitect.com/2020/07/27/10-design-philosophy-ideas-for-architecture-students/).

A GENERAL UNDERSTANDING OF CONCEPTS:

A concept may be understood to be a core or basic abstract idea, impression, notion, or thought

(https://www.vocabulary.com https://www.merriam-webster.com).

It reflects an intention that is frequently illustrated through words, images and sketches

(http://airfocus.com).

SPECIFIC MEANINGS OF CONCEPTS:

Architectural concepts are abstract ideas or notions that are provoked by particular user needs, functional and contextual instances. They infer or hint at essential meanings or values of a specific design circumstance. Though are abstract and intangible, they are the main essence behind all decision-making in the subsequent design process.

Architectural concepts anchor ideas that are conceived out of an initial incisive analysis of the design functions, its setting and the nature and values systems of the target users. This is an absolutely necessary first step of the design process.

Concepts constrain the design to set philosophical boundaries, according singular identity to the design. They ward off compromises and distortions that may arise from possible digressions away from the seminal core values of the design.

(https://www.novatr.com/blog/architectural-concepts-t ypes).

SOURCES OF CONCEPTS:

Competitive concepts derive from a good understanding arising from an in-depth analysis of the functional needs and planning predilections, accessible technology and physical environment (terrain, flora, fauna, climate, weather – rainfall, sunshine, water and wind), culture (meanings and identity), and site context (circumstances, surroundings and prevailing structure of space use). In this way, they offer a clear framework for well-reasoned, rational decision making, (Maringa & Okello, 2006).

NATURE OF CONCEPTS:

Concepts are dynamic. They evolve constantly throughout the design lifetime as new perspectives of the design and locational areal parameters come into view. Concepts therefore metamorphose with a changing understanding of the holistic design context and user needs as well as internal functional interactions. A designer can cumulatively assemble, different types of architectural concepts in a design throughout the design development process

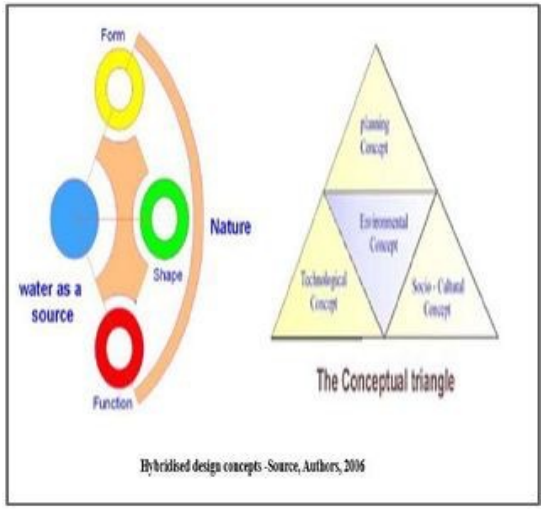
(https://www.novatr.com/blog/architectural-concepts-t ypes).

SYNTHESIS OF CONCEPTS:

There are multiple concepts in every design, and these align to the many diverse imperatives that drive the designs. Principally, designs will rely on the following three classifications of concepts:

A. Planning and organisation concepts – site, spatial character and meaning.
B. Technological concepts – structural order, assembly, materials, environment.
C. Socio-cultural concepts – meaning, identity, structure.
D. Environmental concepts - the site and its natural and developed physical context.

These translate from the holistic context of the design imperatives and location through images that are frequently abstracted into functional analogies/symbolism, metaphors or allegories. At times biomimicry of natural and created artifacts in the environment are synthesised for expression or structure and meaning and captured into equivalent visual representations.



Framework of sources of concepts, Source, Maringa & Okello, 2006.

ANCHORING CONCEPTS ON DESIGN THEORY:

Appropriate design approaches are brought to bear in order to integrate the concepts and their representative analogies into space organisation and form making in an orderly manner along the design process. The standard four, iconic, pragmatic, canonic, analogic design approaches can be brought on board, either singularly, or in complementation, as they are able to provide value to the design solution sought.

The wide array of architectural styles and the emerging neologisms or variants that are on hand throughout recent history of evolving architectural practice, are referenced freely though critically. These cover the range of regionalism, postmodernism, functionalism expressionism, eclecticism, structuralism, historicism and the rather recent radical deconstruction, disintegration or destruction.

They are, selectively grafted into the process of creating compulsive, evocative images, order, identity and meanings that manifest the selected concepts effectively to produce imageable environments, forms or edifices.

ELEMENTAL DEFINITION OF FORM:

A Form is a three-dimensional (3D) object or void with real or implied mass, volume, height, width and depth. Geometric forms are contrived into visual or physical expressions using, squares, rectangles, circles, and polygons as flat shapes. Shapes are modelled through 3D expressions of cubes, spheres or polyhedra and in this way take on forms.

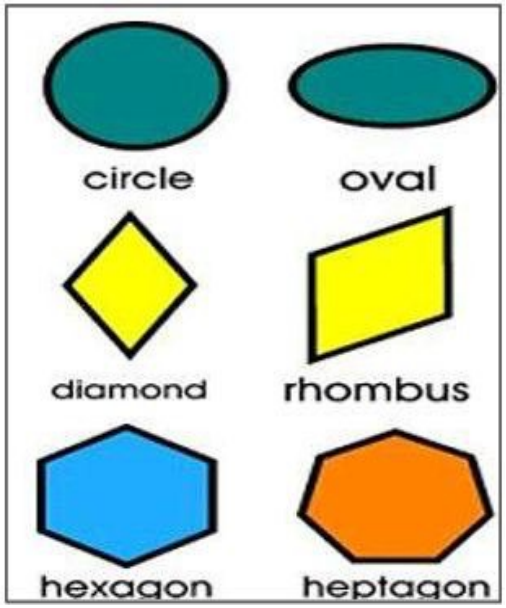
The latter covers the range of four sided tetrahedrons, six sided hexahedrons, eight sided octahedrons, twelve sided dodecahedrons with equal pentagonal faces, and twenty sided icosahedrons (Ching, 2015, Vandyke, 1990). Forms are volumes in three dimensions as prescribed by length, width and depth or circumference and radius (Vandyke, 1990). In consequence, forms manifest scale, size, colour & texture (surface treatment), position, orientation, visual motion or inertia/stability (Maringa & Okello (2006).

Visual and physical art as well as architecture that embraces three dimensional sculptures and models is expressed through forms. A circle therefore is a shape that corresponds in form to a cylinder and sphere. In turn, a triangle is a shape which translates into the form of a pyramid. Forms, can also be irregular or amorphous and these too find use in design.

(Hiking Trail Club, https://guelphhiking.com/Elements-of-Design#:~:text=The%20elements%20of%20design%20are,which%2 0all%20designs%20are%20built.%22).

DEFINITION AND TYPES OF SHAPES:

A shape can be defined as a two-dimensional area that stands out from the space next to or around it on account of well delineated or implied boundaries. These boundaries may assume the form of physical lines and barriers, change of patterns or differences of value, colour, and texture. Drawings are bounded by lines that separate internal space & the surroundings.



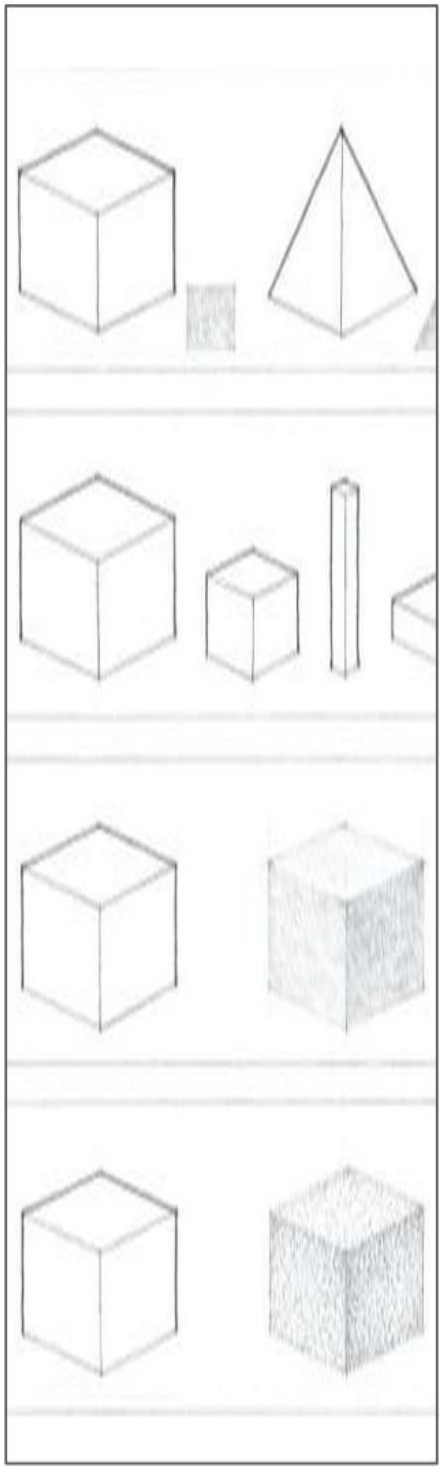
These lines serve as barriers that place the drawing and the shape it represents apart when disposed against a background of papers, boards or tables.

Basic shapes available to designers include geometric shapes that often reflect regular proportions and definite shapes as seen in squares, circles, and triangles. Rhombuses and other diverse polygons are other variations that assume unequal proportions while retaining recognisable shape. It is therefore common to classify geometric forms into the following two primary sets:

A. Curvilinear shapes that generally display smooth curvature.
B. Rectilinear shapes that are characterised by conspicuous angularity, with the convergence of their constituent lines ranging from acute to obtuse angles.

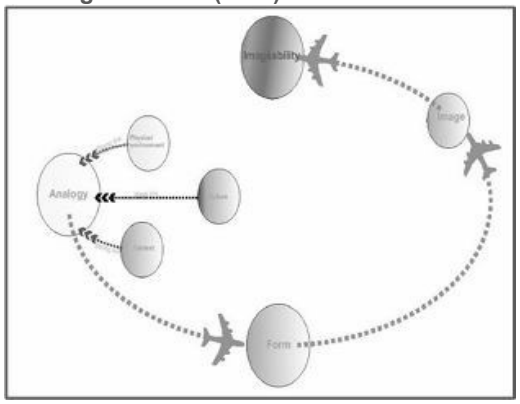
Then there are organic shapes that commonly manifest complex irregular patterns of intricate proportions that evoke nature, with indefinite edges, and free-flowing outlines.

(Hiking Trail Club, https://guelphhiking.com/Elements-of-Design#:~:text=The%20elements%20of%20design%20are,which%20all%20designs%20are%20built.%220).

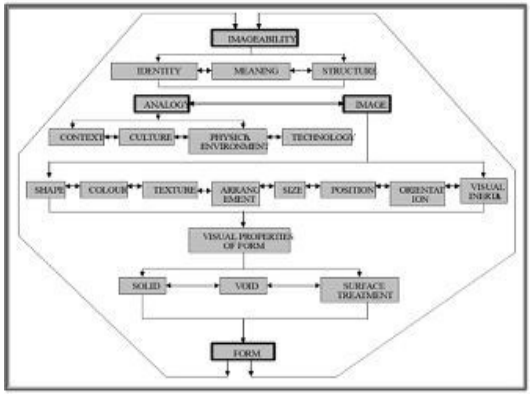


IMAGEABILITY: Buildings have certain qualities that give them a high probability of evoking a strong image in any given observer (Lynch 1960). This is imageability that may also be termed legibility or even accentuated visibility. It is an image with clarity and harmony of form, which is well formed, distinct and remarkable (Stern 1914 -15, Lynch 1960).

ANALOGY, FORM AND IMAGEABILITY, Maringa & Okello (2006).



DERIVING IMAGEABILITY FROM FORM, Maringa & Okello (2006)



THE EMOTIONAL BASIS or MEANING OF ARCHITECTURE, Maringa & Okello (2006)

Metaphors and analogies that are founded on local codes (as is expected of architectural metaphors), are here abstracted from the adjacent ocean, its animal life and seafaring vessels. These are extensively used too, as sensory cues that evoke rich meaning to the user.

Metaphors are brought into use with 'wit' – an indirect innuendo that provokes the user to make thought provoking, but nevertheless believable associations.

Drama in the design scheme is accelerated by the use of a collage of metaphors. Mystery and power on their part are enhanced by intentionally keeping the metaphors only slightly suggestive – in a sense, camouflaging their meanings from obvious interpretation.



Metaphors & analogies founded on local codes used as sensory cues that give meaning, Source, Maringa & Okello, 2006.

Mixed or hybridised metaphors give even more compulsive value to the design in a synergistic contrivance, providing exciting emotional energy.

Together, this blend of metaphors provides the basis upon which people find their emotional affinity or connection with the built form.

The users are attracted in this manner to these forms because by design, the forms are contrived to carry metaphorical analogies that people can relate to easily.



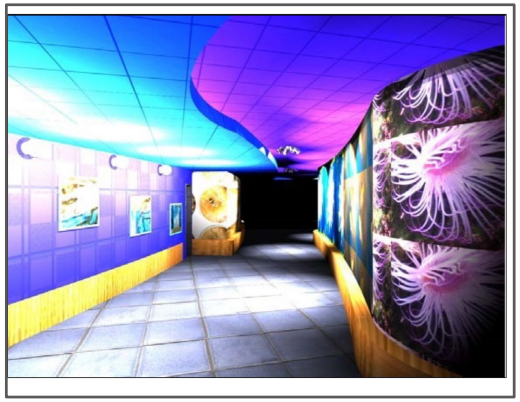
Forms designed to carry metaphorical analogies that people can relate to easily, Maringa & Okello, 2006

Man is taken here in agreement with theory, to instinctively perceive the large scale as hostile and threatening unless it is moderated by or carefully crafted from a well-ordered small scale. The desired scaling then is achieved here at the level of detail, materials, and the smaller building elements, whose size approximates well, man's anthropometrics.



A large scale that is moderated by a well-ordered small scale, Maringa & Okello, 2006

People generally feel uneasy around huge buildings unless those structures include smaller, well-organized elements. By using materials and details that match the human scale, the architecture becomes less threatening and more inviting.



Perceptively beautiful forms that establish an emotional link with the elemental structural order, Maringa & Okello, 2006

The desired scaling then is achieved here at the level of detail, materials, and the smaller building elements, whose size approximates well, man's anthropometrics.

In this way, a design scheme achieves a natural, comfortable feel. Regardless of shape or use, it's forms are then perceived as being beautiful because they are in this manner enabled to establish an emotional link with the elemental structural order of the scheme.

They present a status of emotional well-being, as users spontaneously can relate to detail or structure, given the articulate, sensitive breaking down of the large scale into an empathetic small scale.

In this regard, these two scales become well connected, which event in common theory is conventionally adjudged to be successful design. Such a scheme then satisfies well the **emotional basis of *architecture*** that is expected of good design.



Moderated well-ordered scale to achieve the emotional meaning of architecture, Maringa & Okello, 2006

BASIC REFERENCES:

1. Francis D. K. Ching, 2015, "Architecture, form, space and order", Wiley and Sons, 2015, 4th edition, Hoboken, New Jersey.
2. Scott, Vandyke, 1990, "From line to design – Design graphic communication", Van Nostrand Reinhold, 3rd edition, New York.
3. Paul Mwangi Maringa & Philip Ochieng Okello, 2012, "Didactic Design of Imageable Architecture, ISBN-10: 1479309702; ISBN-13: 978-1479309702 – CreateSpace Independent Publishing Platform: https://www.amazon.com/Didactic-Design-Imageable-Architecture-Maringa/dp/1479309702/ref=sr_1_11?qid=1687165050&refinements=p_27%3AProf+Paul+Mwangi+Maringa&s=books&sr=1-11

Chapter 14:
Styles & designs exhibited

These fourth-year proposals demonstrate a confident architectural sensibility, with students embracing contemporary design languages to reimagine what a student centre can be. Across the class, there is a shared understanding that such a building must do more than provide space- it must foster community, identity and belonging.

The schemes show a pleasing maturity in spatial thinking and resolution. Many proposals negotiate the tension between programmatic efficiency and social spontaneity well, carving out informal gathering spaces alongside more defined functional zones.

Structurally and materially, students have made bold choices, with exposed frameworks, curtain walling, cantilevered floors, and linkages with external spaces given sufficient consideration.

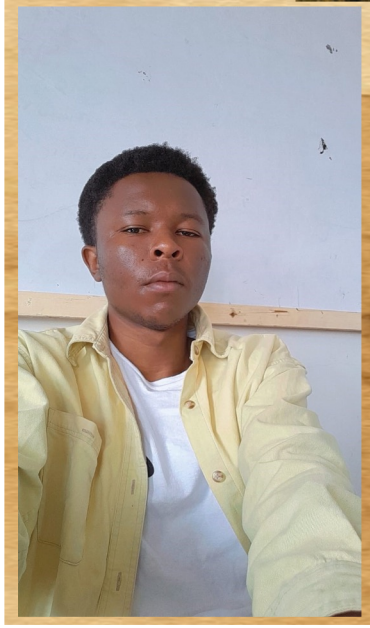
However, there is room for growth, especially in the resolution of detail, sustainability considerations, and accessibility. Nonetheless, the effort evident across this body of work is commendable. The work represents optimism about this future generation of architects, who will help define spaces where human activity can flourish.

Arch. Noel Onyango Makagutu, Lecturer,
Studio Master BAS IV, Architecture Design Studio.

Chapter 15:
Portfolio of diverse design solutions for a KU Campus student Hub

THE KIUNGA STUDENTS HUB





Name: Michael Odhiambo
Institution: Department of Architecture and Interior Design(DAID), Faculty of Engineering and Architecture(SEA) Kenyatta University(KU)
Email Address: michaelosman92@gmail.com

Michael Odhiambo is an emerging designer and architecture student at Kenyatta University. Driven by the intersection of cultural heritage and modern functionality, Michael focuses on spatial solutions that respond to the unique and evolving urban fabric of Kenya. This publication marks a significant milestone in his academic career, documenting a deep dive into sustainable urbanism.

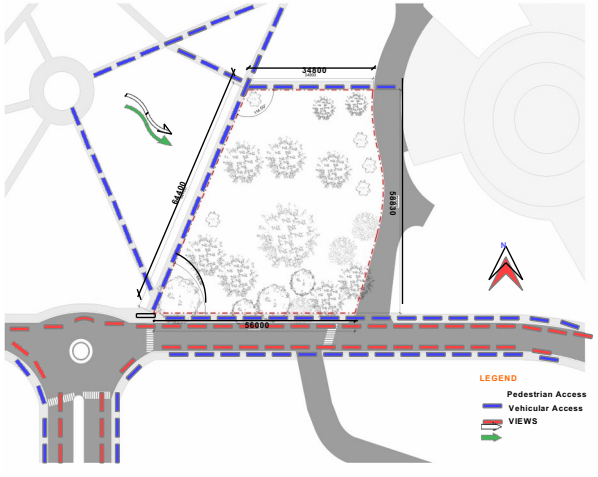
By blending technical precision with a human-centric soul, Michael aims to contribute to a future where African architecture is not only environmentally resilient but also deeply reflective of the communities it houses. His work seeks to bridge the gap between visionary theory and the practical realities of creating greener, more liveable cities in the East African context.

SITE SELECTION

LOCATION: KENYATTA UNIVERSITY MAIN CAMPUS NEXT TO THE

POSTMODERN LIBRARY CLIENT: KENYATTA

UNIVERSITY AREA: APPROXIMATELY 3000SQM



SITE JUSTIFICATIONS

1. Proximity to Academic Core (Prime Student Footfall)

This ensures:

.Maximum foot traffic from students moving between classes, library, and faculty blocks.

.Easy access for the majority of KU's daily population.

.A seamless academic ecosystem where library research, study spaces, and collaborative facilities complement each other.

2. Central Accessibility From All Faculties

The Postmodern Library is already a campus landmark. Building next to it:

.Provides a central and neutral meeting point for all faculties

.Eliminates bias toward any single school/department

.Ensures equal access for commuter students, hostel residents, and staff

3. Accessibility

The site is easily accessible from the Thika Super Highway through the main gate

4. Visibility & Identity

The site is highly visible along major pedestrian and vehicular corridors. This visibility:

.Establishes the hub as a symbolic civic building of KU

.Enhances campus wayfinding

.Reinforces the building's role as part of KU's "public frontage"

5. Availability of Uncongested Land

The space next to the Postmodern Library is less densely built compared to other zones, allowing:

.Flexible building footprint

.Outdoor amphitheatre integration

.Future expansion possibilities

6. The site has one of the best views in the campus

BRIEF ANALYSIS

FUNTIONAL LIBRARY

- Informal lounges & collaborative workspaces
- Private reading and study areas
- Counseling & wellness rooms
- Multipurpose hall and/or events space
- Exhibition/display areas for student work
- Café & social zones
- Outdoor shaded seating
- Student support counters or offices
- Accessibility features(elevators/ramps/toilets)

CLUSTERS

SOCIAL	RECREATIONAL	SUPPORT	WELLNESS	EDUCATIONAL
Café / Refreshment Zone	Indoor recreational area	Washroom	Counseling + Support offices	Co-working / Open study areas
Exhibition / Display Area Multipurpose lounge	Outdoor seating / amphitheatre	s Storage	Wellness / meditation room	Quiet study zone
	Multipurpose lounge	Student services	Prayer / reflection pod	Group discussion rooms
Reception / Information desk		office Cleaning store	Quiet sky garden / rooftop green pocket	Computer lab / Digital hub
Pop-up student kiosks / stalls	Event pocket / performance area	Service access / service yard	Private focus pods	Innovation / Maker space
Digital media wall	Board games zone			
Student art wall	E-sports / gaming corner (optional)			
Collaboration plaza along the street/atrium				

GRADIENTS

NOISE GRADIENT

Public (Open to All – No Privacy Needed)

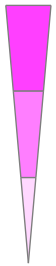
.Outdoor amphitheatre
.Café / refreshment zone
.Exhibition & display area
.Multipurpose lounge
.Student art wall / digital media wall
.Reception

Semi-Public (Moderate Privacy)

.Co-working / open study area
.Group discussion rooms
.Computer lab
.Makerspace / Innovation lab
.Event pockets

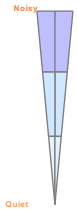
Private (High Privacy)

.Quiet study area
.Counseling & support offices
.Wellness / meditation room
.Prayer/reflection pod
.Staff/admin office
.Focus pods



Noisy

.Amphitheatre (outdoor)
.Café
.Lounge
.Indoor recreation area
.Pop-up kiosks
.Entrance plaza
.Co-working area
.Group rooms
.Makerspace
.Digital hub
.Semi-open project bays
.Quiet study area
.Sky garden / reading courtyard
.Prayer / meditation room
.Counseling rooms
.Focus pods



Quiet

VIEW GRADIENT

Wide / Public Views (Outward Focused)

.Outdoor amphitheatre
.Café with outdoor terrace
.Exhibition area
.Lounge
.Co-working zone (if on façade)
.Courtyard pockets
.Upper-level circulation with balconies

Controlled Views (Balanced)

.Group rooms
.Digital hub
.Makerspace
.Indoor recreation
.Reception

Calm / Private Views (Inward Focused)

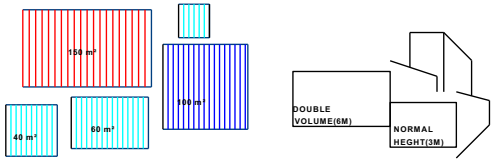
.Quiet study (towards garden or courtyard)
.Counseling rooms (filtered, non-exposing)
.Wellness room (greenery-focused)
.Prayer/meditation pod (private micro-courtyard)
.Staff office (internal garden or filtered façade)

AREA, VOLUME ANALYSIS

AREAS RE-GROUPED BY CLUSTERS

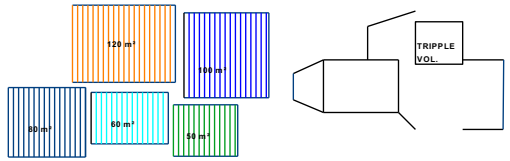
SOCIAL CLUSTER

.Lounge: 150 m²
.Café: 100 m²
.Exhibition: 60 m²
.Reception: 40 m²
.Student Art Wall: 15 Subtotal: ~365 m²



EDUCATIONAL CLUSTER

.Co-working / Study: 120 m²
.Quiet study: 50 m²
.Group rooms: 60 m²
.Digital hub: 80 m²
.Makerspace: 100 m²



RECREATIONAL CLUSTER

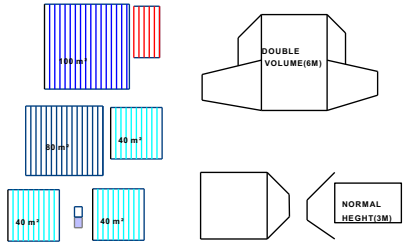
.Indoor recreational area: 100 m²
.Outdoor amphitheatre: variable
.Games Corner / Esports nook: 20 Subtotal (built): 120m²

SUPPORT CLUSTER

.Washrooms + support: 80 m²
.Student services + storage: 40 m² Subtotal: 120 m²

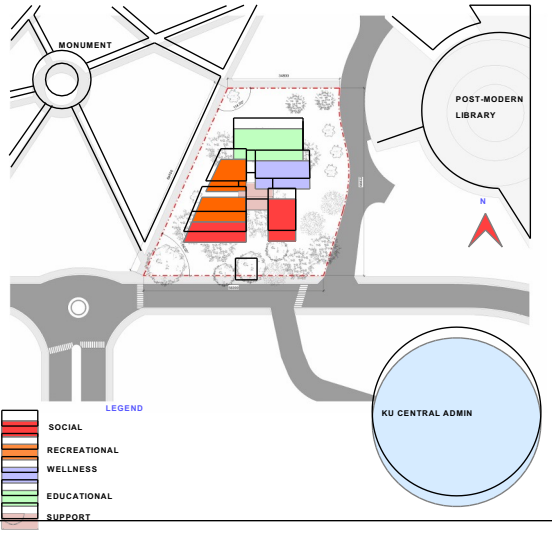
WELLNESS CLUSTER

.Wellness room: 40 m²
.Counseling (2): 40 m²
.Reflection pod: 10
Subtotal: 90 m²



GRAND TOTAL=11-5SQM

MASTER PLAN



PHILOSOPHY AND CONCEPT

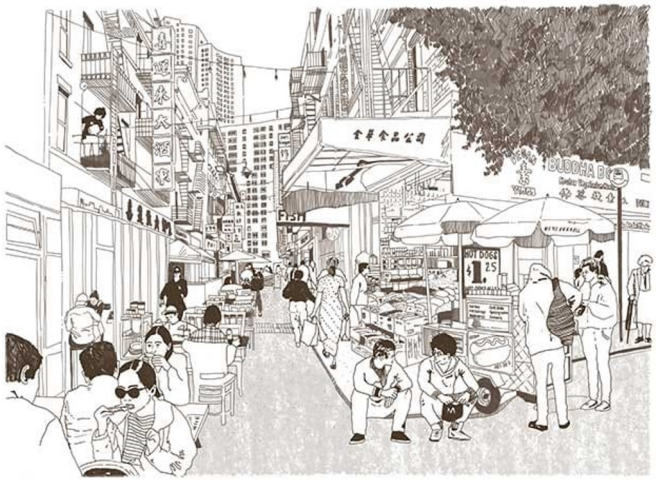
DESIGN PHILOSOPHY: "STUDENTS HUB AS A LIVING CAMPUS STREET"

1. THEORETICAL FOUNDATION

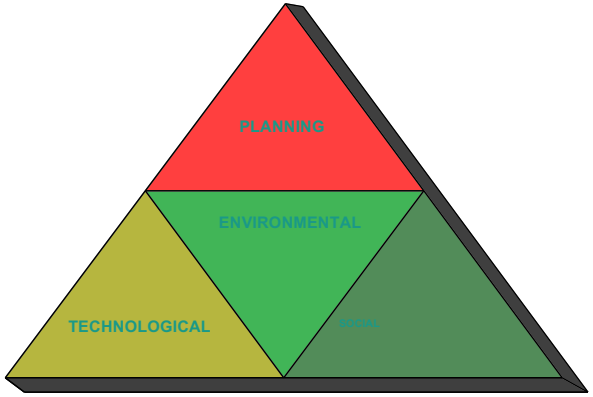
CONCEPT ORIGIN

The idea of a "Living Street" emerges from urban design theory — particularly from Jane Jacobs' principle of "streets with eyes" and Jan Gehl's concept of "life between buildings." In cities, streets are where interaction, discovery, and belonging happen. Translating that logic into a campus setting, the student hub becomes an interiorized street — the social and academic spine of university life

Rather than one static space (like an atrium), this philosophy envisions a linear, fluid, and inclusive sequence of spaces that students continuously move through, stop in, and appropriate.



2. CONCEPTUAL EVALUATION LENS

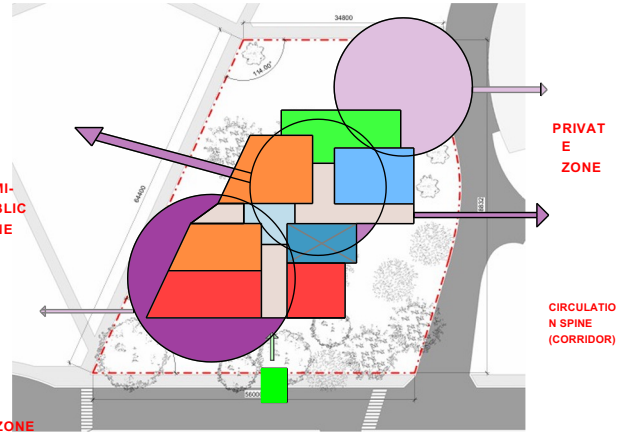


A. PLANNING

.The building is organized around a main circulation spine, just like a pedestrian boulevard.

.Spaces are arranged sequentially, transitioning from public → semi-public → private.

.Entry is intuitive — students naturally "join the street" from campus pathways.



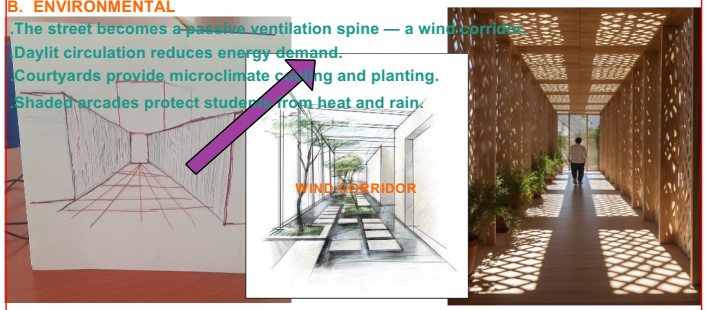
B. ENVIRONMENTAL

.The street becomes a passive ventilation spine — a wind corridor.

.Daylit circulation reduces energy demand.

.Courtyards provide microclimate cooling and planting.

.Shaded arcades protect students from heat and rain.

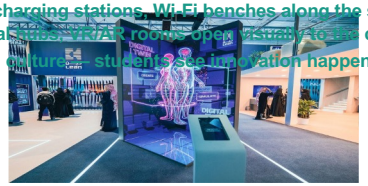


C. TECHNOLOGICAL

.Digital screens, charging stations, Wi-Fi benches along the street.

.Maker labs, digital fabrication, VR/AR rooms open visually to the corridor.

.Transparent tech features — students see innovation happening.



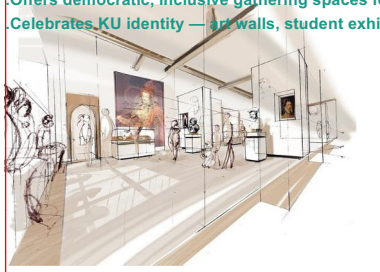
D. SOCIAL

.Encourages chance encounters, networking, belonging.

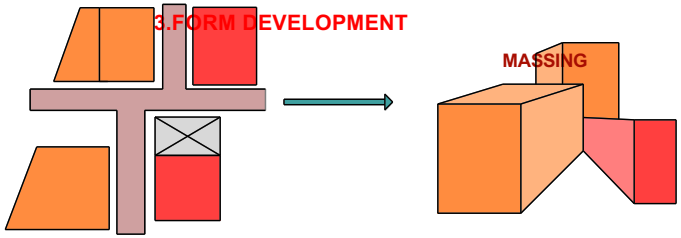
.Spaces support multiple social speeds — loud, quiet, reflective, playful.

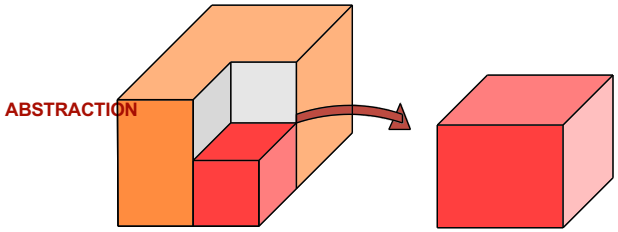
.Offers democratic, inclusive gathering spaces for all students.

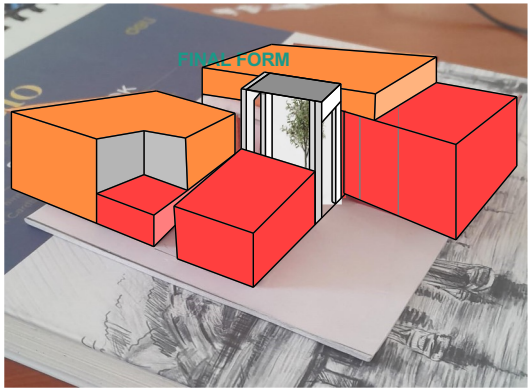
.Celebrates KU identity — art walls, student exhibitions, performance spots.



3.FORM DEVELOPMENT



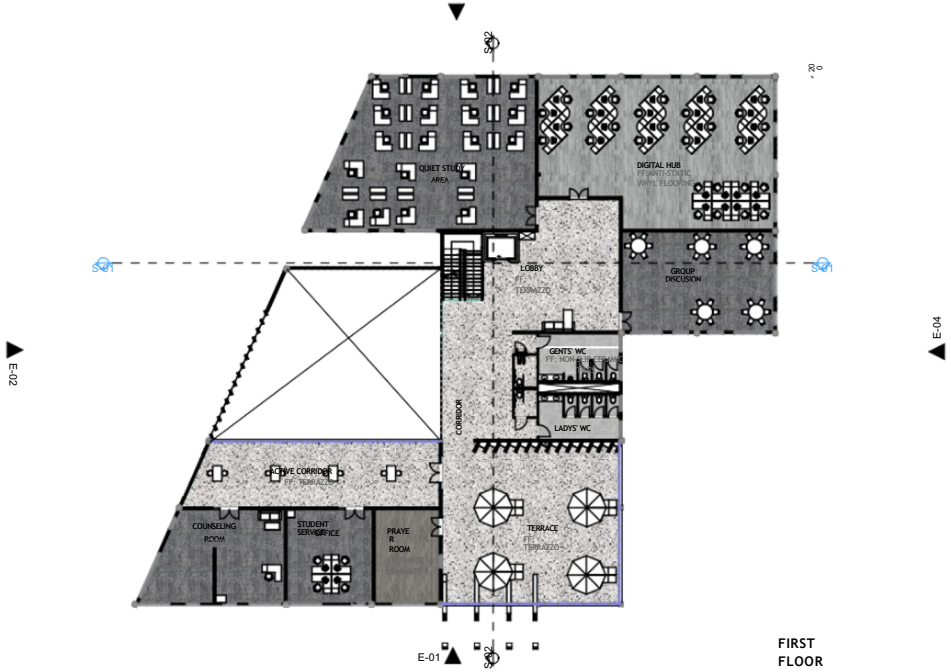




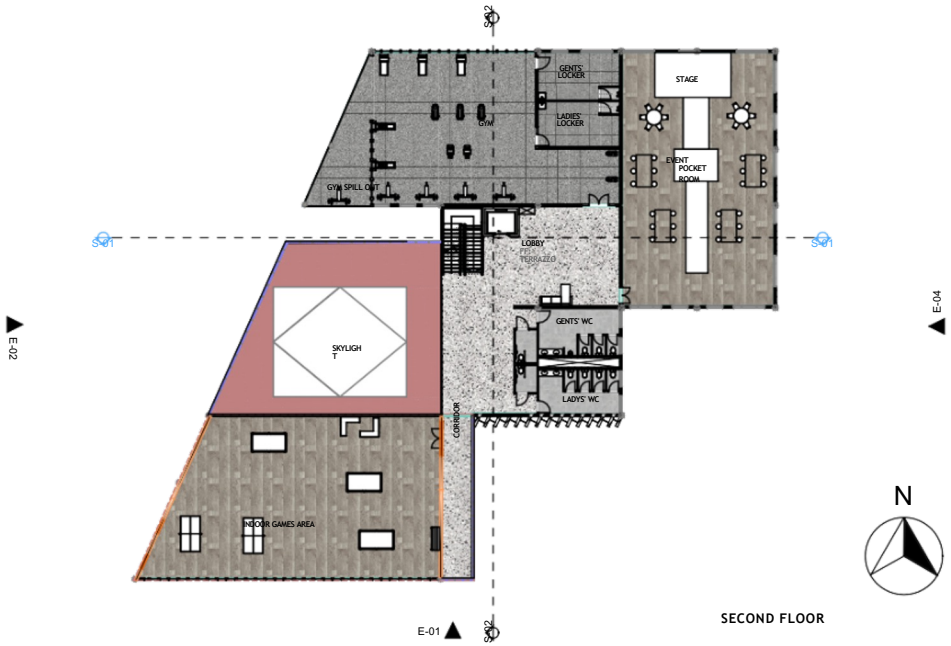


GROUND FLOOR

The floor plans are organized around a **central circulation artery**, ensuring efficient movement throughout the Hub. By utilizing an **atrium void**, the design fosters a sense of transparency and community, allowing light to permeate from the roof down to the social zones of the ground floor. The layout prioritizes **flexibility**, with modular spaces that can adapt to the evolving needs of the student body



FIRST FLOOR

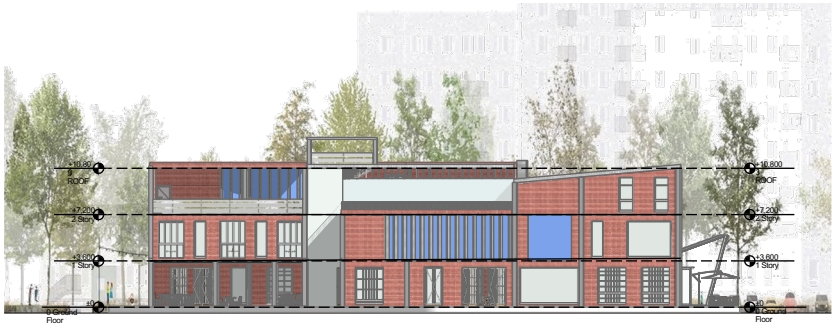


SECOND FLOOR

PRESENTATION DRAWINGS: ELEVATIONS



E-
01



E-
02



E-
03



E-
04

3D PERSPECTIVES



FRONT VIEW
PERSPECTIVE



INTERIOR PERSPECTIVE
OF THE MULTI-PURPOSE
HALL

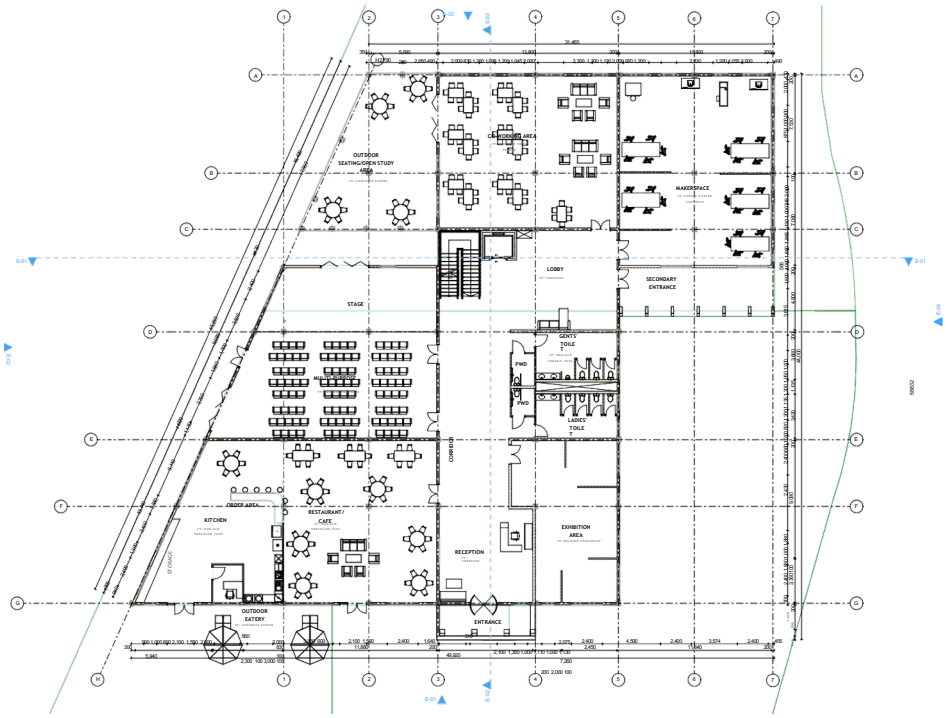


SIDE VIEW
PERSPECTIVE

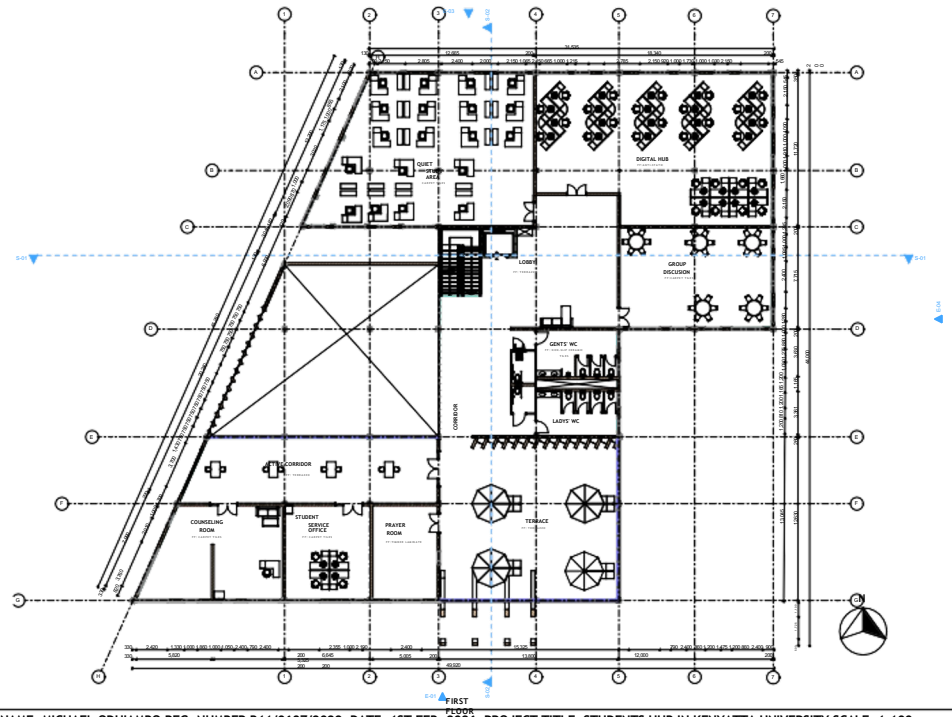


BACK VIEW PERSPECTIVE

WORKING DRAWINGS: PLANS



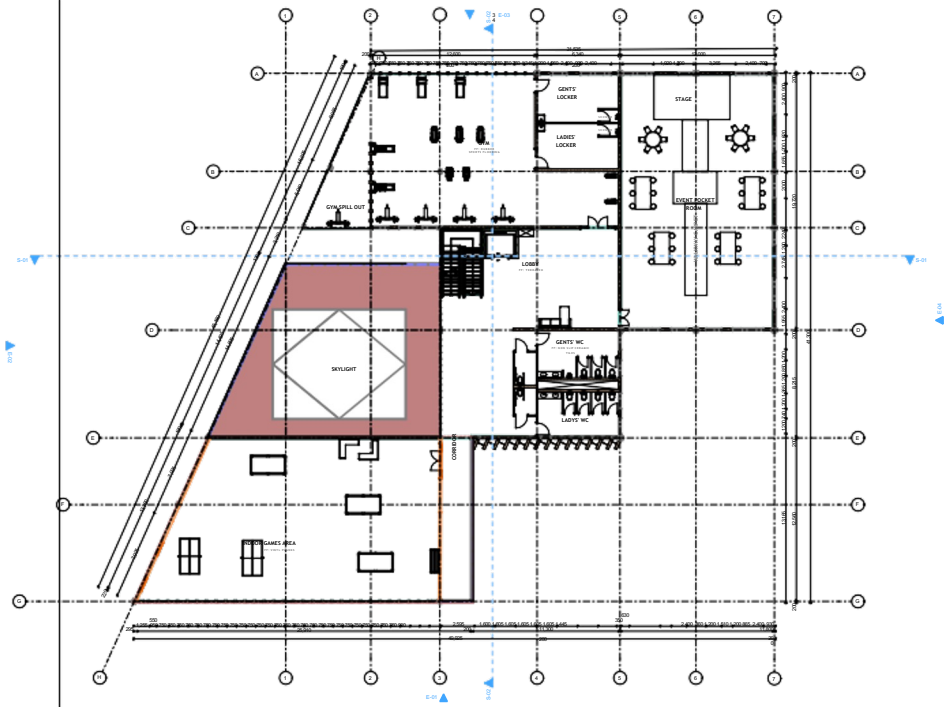
GROUND FLOOR



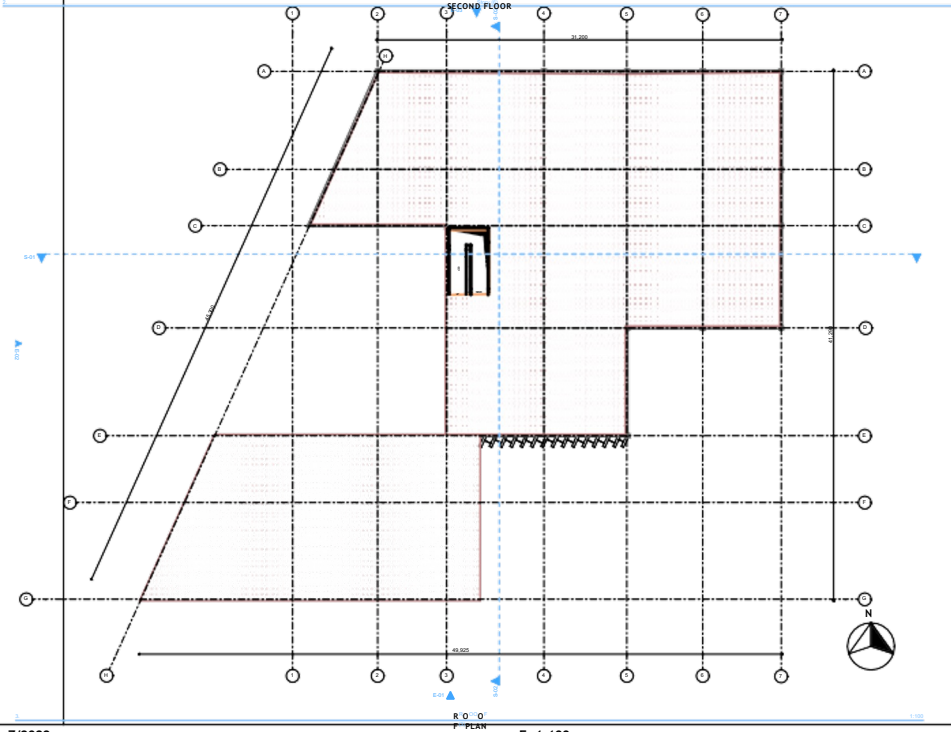
FIRST FLOOR

NAME: MICHAEL ODHIAMBO REG. NUMBER B11/0687/2022 DATE: 1ST FEB. 2026 PROJECT TITLE: STUDENTS HUB IN KENYATTA UNIVERSITY SCALE: 1:100

WORKING DRAWINGS: PLANS



SECOND FLOOR



R O O F PLAN

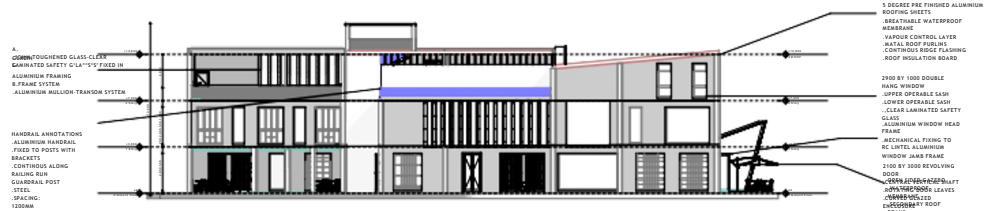
7/2022 E: 1:100

DATE: 1ST FEB. 2026

WORKING DRAWINGS: ELEVATIONS



ELEVATIO
N 01



ELEVATIO
N 02

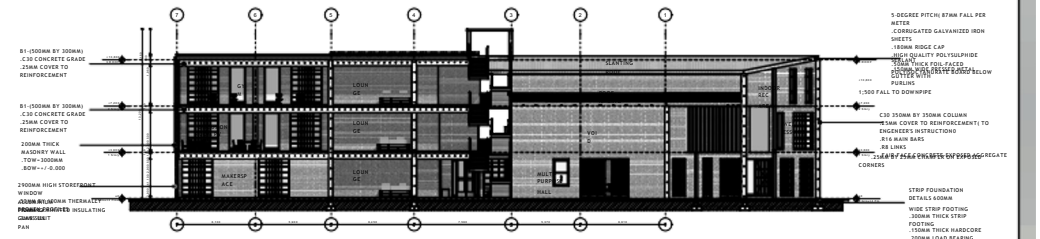


ELEVATIO
N 03

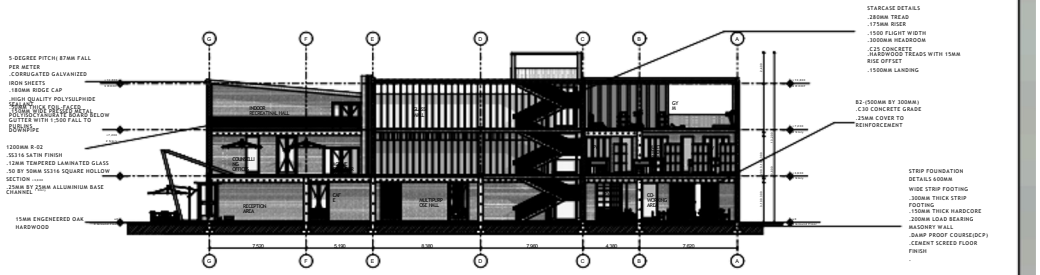


ELEVATIO
N 04

WORKING DRAWINGS: SECTIONS

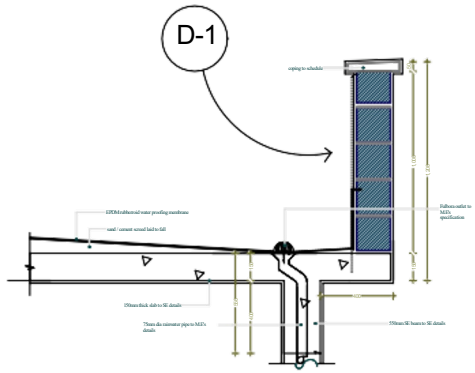


SECTIO
N 01

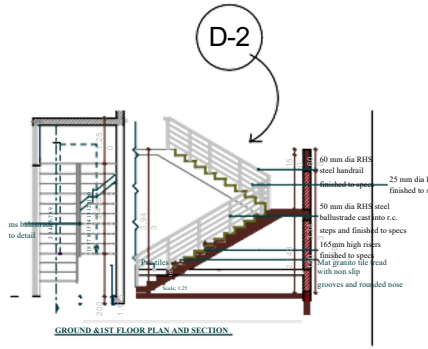


SECTION
02

DETAIL DRAEWINGS



ROOF DETAIL
SCALE: 1: 20



GROUND &1ST FLOOR PLAN AND SECTION

STAIRCASE DETAIL
SCALE: 1: 50

HILLARY GEKONGE



INSTITUTION: Department of architecture & interior design (DAID), Faculty of Engineering and Architecture (SEA), Kenyatta University (KU).

EMAIL ADDRESS:
gekongehillary001@gmail.com

BIOGRAPHY:
Hillary Gekonge is an architecture student interested in contemporary architectural design and the relationship between space, people and the environment. With internship experience at both county (Nyamira County) and national (State Department for Public Works) government levels, Hillary explores spatial clarity, landscape integration, and human-centered design. He is passionate about architectural model making as a way of exploring ideas and bringing concepts to life. Beyond architecture, he enjoys football and is a passionate follower of Formula 1, appreciating the strategy, precision and thrill of the sport.

KENYATTA UNIVERSITY STUDENT HUB

The Student Hub begins with a simple idea: creating a place where students can truly belong. It is imagined as a vibrant heart of campus life, where learning extends beyond classrooms and into shared spaces of conversation, creativity, and discovery. As students move through the building—from quiet corners of reflection to lively collaborative zones—the architecture responds to their rhythms, offering moments of pause, interaction, and inspiration. Framed by open landscapes and welcoming communal spaces, the hub becomes more than a facility; it becomes a daily meeting ground where ideas are exchanged, friendships are formed, and the experience of student life unfolds.







DESIGN BRIEF

INTRODUCTION

SITE IDENTIFICATION

LOCATION:KENYATTAUNIVERSITY, MAIN CAMPUS, NAIROBI KENYA
CLIENT: KENYATTA UNIVERSITY
SIZE: APPROXIMATELY 2900SQM

SITE JUSTIFICATION

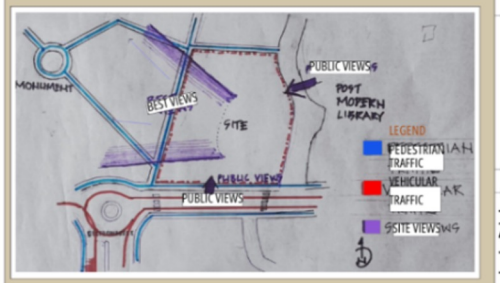
WHY IS THE SITE SUITABLE?

1. ACCESS: THE SITE IS IDEALLY LOCATED WHERE THERE ARE MULTIPLE ACCESS POINTS
2. VIEWS: THE SITE HAS SOME OF THE BEST VIEWS IN CAMPUS.
3. ITS LOCATED IN A REGION OF HIGH STUDENT TRAFFIC.
4. TOPOGRAPHY: THE SITE IS RELATIVELY FLAT

BRIEF ANALYSIS

FUNCTIONAL LIBRARY INFORMAL LOUNGES & COLLABORATIVE WORKSPACES. PRIVATE READING AND STUDY AREAS COUNSELLING AND WELLNESS ROOMS MULTIPURPOSE HALL EXHIBITION/ DISPLAY AREAS CAFE & SOCIAL ZONES OUTDOOR SHADED SEATING STUDENT SUPPORT COUNTERS INDOOR RECREATIONAL AREA COMPUTER HUB PRAYER ROOMS





FUNCTIONAL CLUSTERS

SOCIAL SPACES	EDUCATIONAL SPACES
-MULTIPURPOSE LOUNGE - CAFE & RESTAURANT - INDOOR RECREATUINAL AREA - OUTDOOR SEATING AREA - EXHIBITION / DISPLAY AREA	- COWORKING/STUDY SPACES - QUIET STUDY SPACES - INNOVATION SPACE - COMPUTER ROOM/ DIGITAL HUB - GROUP DISCUSSION ROOMS
WELLNESS	**SERVICES**
-COUNSELLING & SUPPORT ZONES -WELLNESS ROOM -PRAYER ROOMS	-RECEPTION & INFO DESK - STUDENT SERVICES - WASHROOMS - SUPPORT SPACES - STORAGE SPACES

HIERACHY OF SPACES

PRIVACY GRADIENT

RECEPTION & INFODESK
STUDENT SERVICES
CAFE AND RESTAURANT
OUTDOOR AMPHITHEATRE
MULTIPURPOSE LOUNGE
EXHIBITION/ DISPLAY ZONE
COWORKING/STUDY SPACES
GROUP DISCUSSION ROOMS
INNOVATION SPACE
COMPUTER LAB
QUIET STUDY ROOMS
WELLNESS ZONE
PRAYER ROOM
COUNSELLING & SUPPORT OFFICES
WASHROOMS & SUPPORT ZONES

PUBLIC
PRIVATE

NOISE GRADIENT

OUTDOOR AMPHITHEATRE
MULTIPURPOSE LOUNGE
CAFE & RESTAURANT
RECEPTION & INFO DESK
STUDENT SERVICES
EXHIBITION/ DISPLAY ZONE
INNOVATION SPACE
COWORKING/ STUDY SPACES
GROUP DISCUSSION ROOMS
COMPUTER LAB/DIGITAL HUB
QUIET STUDY ROOMS
WELLNESS ZONE
PRAYER ROOM
COUNSELLING & SUPPORT OFFICES
WASHROOMS & SUPPORT ZONES

LOUD
QUIET

VIEWS GRADIENT

OUTDOOR AMPHITHEATRE
CAFE & RESTAURANT
MULTIPURPOSE LOUNGE
EXHIBITION/ DISPLAY ZONE
RECEPTION & INFO DESK
COWORKING/STUDY SPACES
INNOVATION SPACE
GROUP DISCUSSION ROOMS
COMPUTER LAB/DIGITAL HUB
QUIET STUDY ROOMS
STUDENT SERVICES
WELLNESS ZONE
PRAYER ROOM
COUNSELLING & SUPPORT OFFICES
WASHROOMS & SUPPORT ZONES

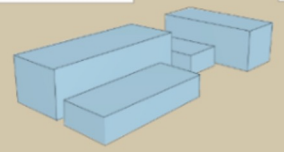
MOST VIEWS
MOST RESTRICTED

ARCHICAD EDUCATION VERSION

AREA & VOLUME ANALYSIS

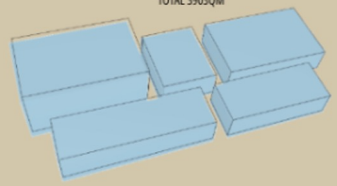
SOCIAL SPACES

MULTIPURPOSE LOUNGE 150SQM
EXHIBITION 60 SQM
INDOOR RECREATION 100SQM
CAFE & RESTAURANT 100SQM
TOTAL=410SQM



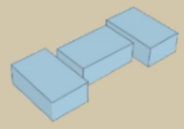
EDUCATIONAL SPACES

COWORKING/STUDY 100SQM
QUIET 100SQM
INNOVATION 100SQM
COMPUTER LAB/DIGITAL HUB 80SQM
GROUP DISCUSSION ROOMS 60SQM
TOTAL 390SQM



WELLNESS ZONE

COUNSELLING 40SQM
WELLNESS 40SQM
PRAYER ROOM 40SQM
TOTAL 120SQM



SERVICES

WASHROOMS & SUPPORT SERVICES 80SQM
STORAGE 40SQM
STUDENT SERVICES 40SQM
RECEPTION 40SQM
TOTAL 200SQM



GEKONGE HILLARY MOKUA

B11/0694/2022

DESIGN CONCEPT

DESIGN PHILOSOPHY

THE LIVING PULSEOF STUDENT LIFE

THE DESIGN IS GUIDED BY THE IDEA OF A LIVING PULSE- A DYNAMIC, EVER MOVING RHYTHM CREATED BY THE EVERYDAY ACTIVITIES, INTERACTIONS, AND INSPIRATIONS OF STUDENTS. THIS STUDENT HUB WILL ACT AS THE CENTRAL RHYTHM OF CAMPUS LIFE, CHANNELING MOVEMENT, INTERACTION AND RETREAT INTO ONE COHESIVE FRAMEWORK. THE ARCHITECTURE EMBODIES OPENNESS, ADAPTABILITY AND INCLUSIVITY, ENSURING IT RESONATES WITH THE SHIFTING RHYTHMS OF STUDENT LIFE FROM VIBRANT SOCIAL INTERACTIONS TO MOMENTS OF RETREAT AND REFLECTION.



DESIGN CONCEPT

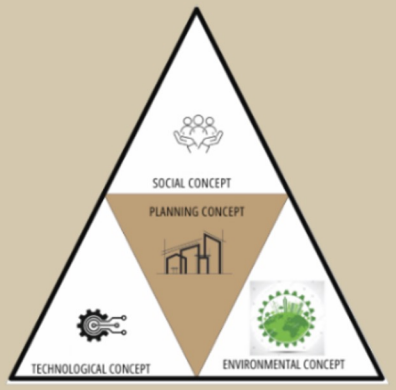
THE CONCEPTDEAWSFROM THE METAPHOR OF A LIVING PULSE, WHERE THE HUB BECOMES THE VIBRANT NUCLEUS OF STUDENT LIFE. ACTIVITIES RADIATE OUTWARD FROM A CENTRAL, DYNAMIC CORE, A SOCIAL CORE THAT ACTS AS THE MAIN GENERATOR OF ENERGY AND INTERACTION



THE CONCEPT OF THE STUDENT HUB IS DRIVEN BY THE IDEA OF A DYNAMIC CORE, A PLACE THAT CONCENTRATES THE ENERGY, CREATIVITY, AND INTERACTIONS OF STUDENTS. RATHER THAN FUNCTIONING AS A COLLECTION OF ISOLATED ROOMS, THE BUILDING IS ORGANIZED AS AN INTERCONNECTED NETWORK OF FLEXIBLE SPACES THAT ENCOURAGE MOVEMENT, COLLABORATION AND CHANCE ENCOUNTERS.

DESIGN PHILOSOPHY AND CONCEPT DEVELOPMENT

CONCEPT DEVELOPMENT



SOCIAL CONCEPT

ARCHITECTURE AS A CATALYST FOR PARTICPATION, INTERACTION, AND BELONGING.

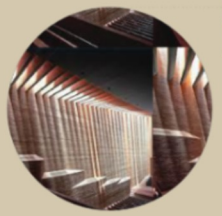
THE SOCIAL CONCEPT IS ACHIEVED BY CREATING AN INTERCONNECTED ENVIRONMENT WHERE UNIVERSITY STUDENTS NATURALLY MEET, INTERACT, AND COLLABORATE AS THEY MOVE THROUGHTHE BUILDING. BY BLENDING ACTIVE AND QUIET ZONES AND ENSURING VISUAL LINKS ACROSS DIFFERENT LEVELS, THE DESIGN ENCOURAGES A SENSE OF BELONGING AND SHARED IDENTITY. THE HUB BECOMES A LIVING SOCIAL NETWORK- AN ARCHITECTURAL SYSYTEM THAT SUPPORTS THE DAILY RHYTHM OF STUDENT LIFE AND STRENGTHENS THE BONDS WITHIN THE UNIVERSITY COMMUNITY



ENVIRONMENTAL CONCEPT

FLEXIBLE SPACES, LONG-LIFE MATERIALS, LOW OPERATING COSTS

THE HUB IS DESIGNED AS AN ADAPTABLE FRAMEWORK OF MODULAR CUBOIDS, ALLOWING FUTURE RECONFIGURATION WITHOUT DEMOLITION. HONEST MATERIALS ARE USED FOR STRUCTURE AND FINISH SIMULTANEOUSLY, REDUCING CONSTRUCTION AND MAINTENANCE COSTS. NATURAL LIGHTING, PASSIVE VENTILATION, AND MINIMAL ARTIFICIAL FINISHES LONG-TERM OPERATIONAL COSTS. THE BUILDING BECOMES A MODEL OF ECONOMIC EFFICIENCY-DURABLE, FLEXIBLE, AND LOW MAINTENANCE.



PASSIVELIGHTING, NATURAL VENTILATION AND MINIMAL ARTIFICIAL FINISHES



TECHNOLOGICAL CONCEPT

TECHNOLOGY ENHANCES HUMAN EXPERIENCE- NOT REPLACES IT

THE HUB WILL INTEGRATE SMART, FLEXIBLE SYSTEMS THAT ENHANCE COMFORT, EFFICIENCY, AND THE LEARNING EXPERIENCE FOR UNIVERSITY STUDENTS. FLEXIBLE FURNITURE,

MODULAR PARTITIONS, AND TECHNOLOGY-READY STUDY AREAS

WILL SUPPORT A RANGE OF ACADEMIC AND SOCIAL ACTIVITIES

FROM GROUP MEETINGS TO DIGITAL PRESENTATIONS. HIGH-PERFORMANCE MATERIALS, ACOUSTIC TREATMENTS, AND ENERGY MONITORING SYSTEMS ENSURE THAT THE BUILDING WORKS SEAMLESSLY WITH STUDENT NEEDS.





PLANNING CONCEPT



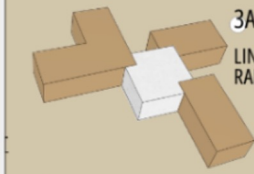
THE PLANNING CONCEPT ORGANIZES THE STUDENT HUB AS A CLEAR INTUITIVE FLOW OF SPACES THAT MIRRORS THE DAILY RHYTHMS OF UNIVERSITY STUDENTS.

MASSING AND FORM

1 THE COREFROMWHICH ALLOTHERACTIVITIES RADIATE



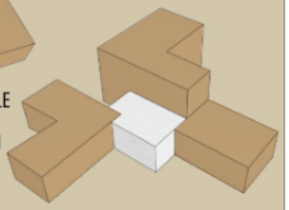
2 INTRODUCTION OF THE MAIN VOLUMES EMERGING FROM THE CORE OF THE HUB



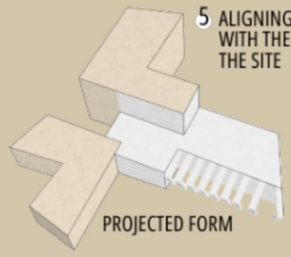
3ADDING SECONDARY VOLUMES

LINKED TO THE MAIN VOLUMES RADIATING FROM THE CORE

4 INTRODUCING DOUBLE VOLUMES TO CREATE TERRACES AND DEPTH VARIATION



5 ALIGNING EDGES TO BLEND WITH THE BOUNDARIES OF THE SITE



PROJECTED FORM

MATERIAL CONCEPT





THE STUDENT HUB IS ENVISIONED AS A PLACE WHERE THE TRUTH OF MATERIALS TELLS THE STORY OF CAMPUS LIFE. THE BUILDING IS EXPRESSED IN ITS RAW, AUTHENTIC FORM- CONCERETE CARRYING THE WEIGHT OF STRUCTURE WITHOUT CONCEALMENT, STEEL ARTICULATED AS A RHYTHMIC FRAMEWORK, GLASS REVEALING THE ACTIVITIES WITHIN, TIMBER SOFTENING AND HUMANIZING INTERIOR SPACES, AND STONE GROUNDING THE PROJECT IN ITS CONTEXT.

GEKONGE HILLARY MOKUA B11/0694/2022

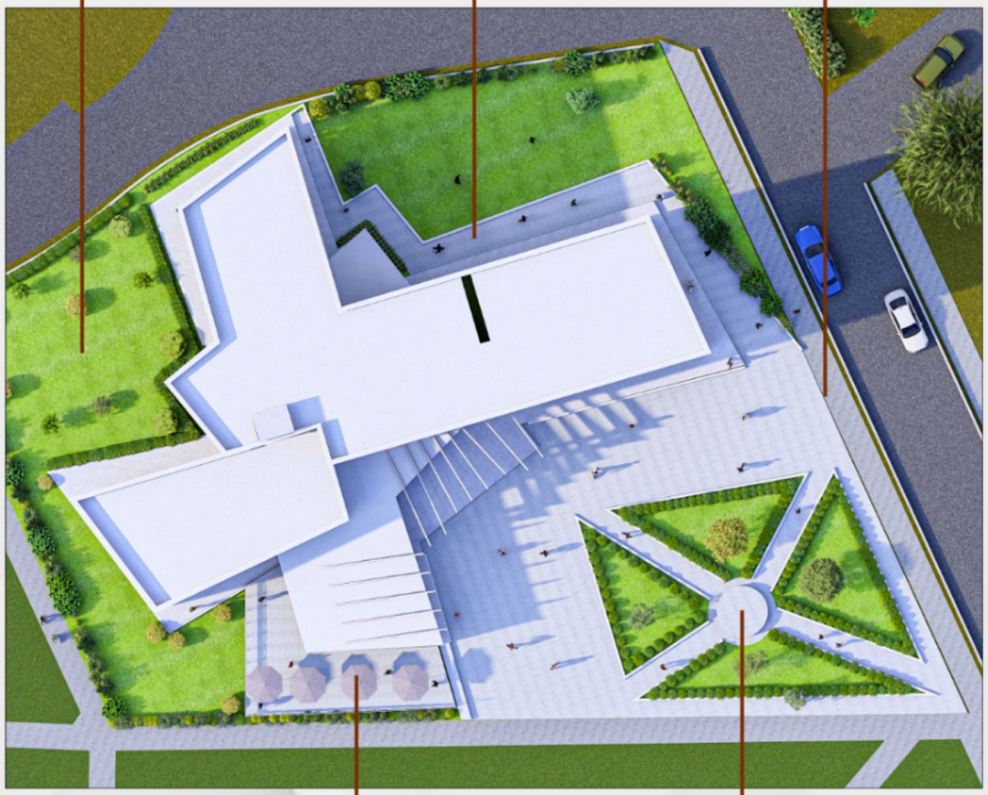
SITE PLANNING



Rear landscaped courtyards provide shaded outdoor seating and informal gathering spaces. These green pockets soften the built mass, improve microclimate, and create visual relief while allowing activities from the multipurpose hall and interior spaces to spill outdoors.

The building is framed by a continuous paved surface that acts as a circulation spine linking entrances, outdoor seating areas, and landscaped zones.

Main vehicular access for pick up and drop off since there is no parking in the site

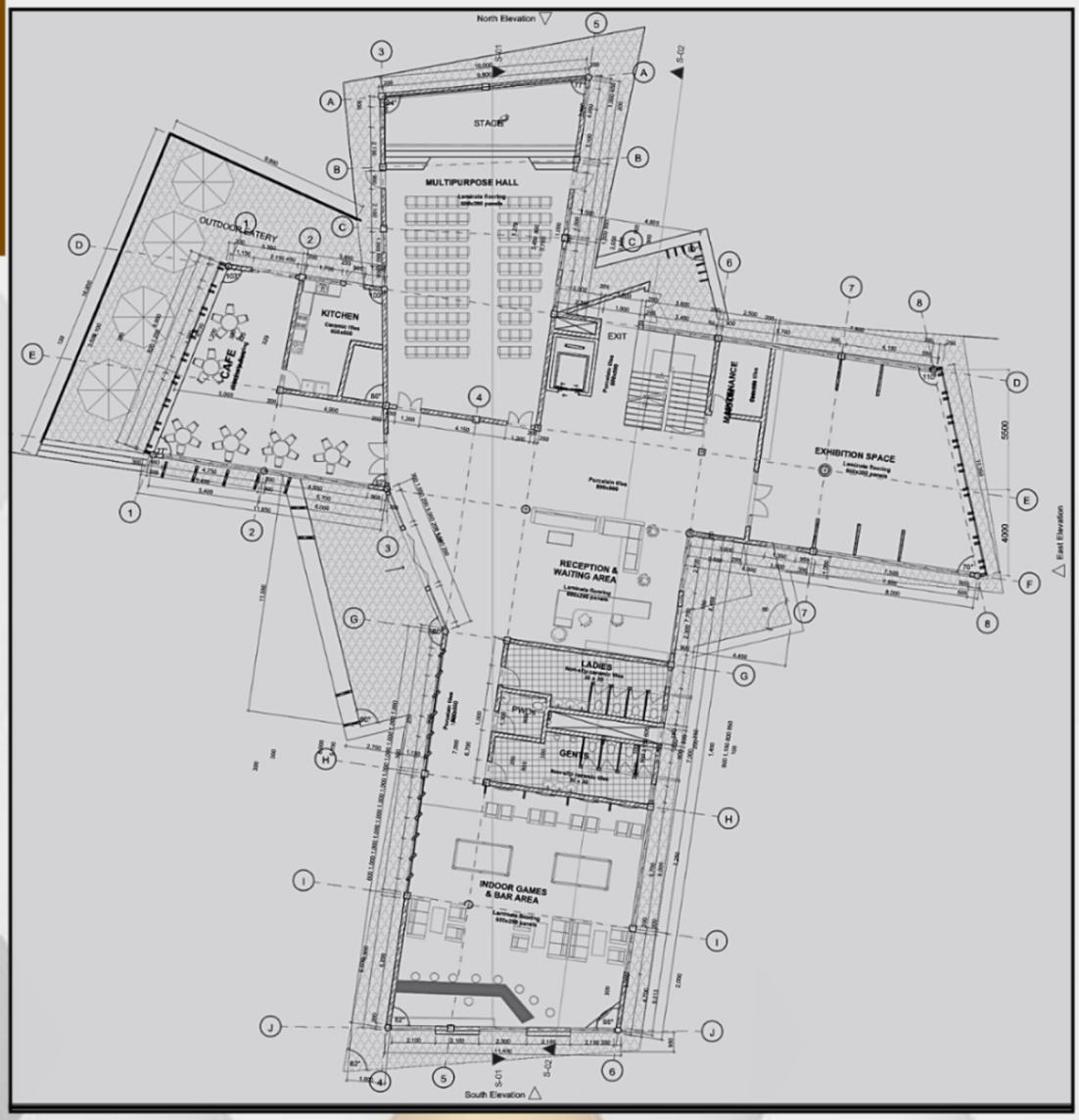


The site planning organizes the student hub as a series of interconnected indoor and outdoor spaces that encourage interaction, relaxation, and learning. The building is centrally positioned within the irregular site to create a balance between built form and landscaped open spaces. A large forecourt at the main entrance forms a welcoming public plaza that acts as a social gathering point and transition space into the building.
Pedestrian circulation is carefully directed from the surrounding roads through clearly defined entry points, with a secondary access improving connectivity and movement across the site. Outdoor seating terraces and green pockets are strategically placed around the building to provide informal spaces for students to meet, study, and relax.

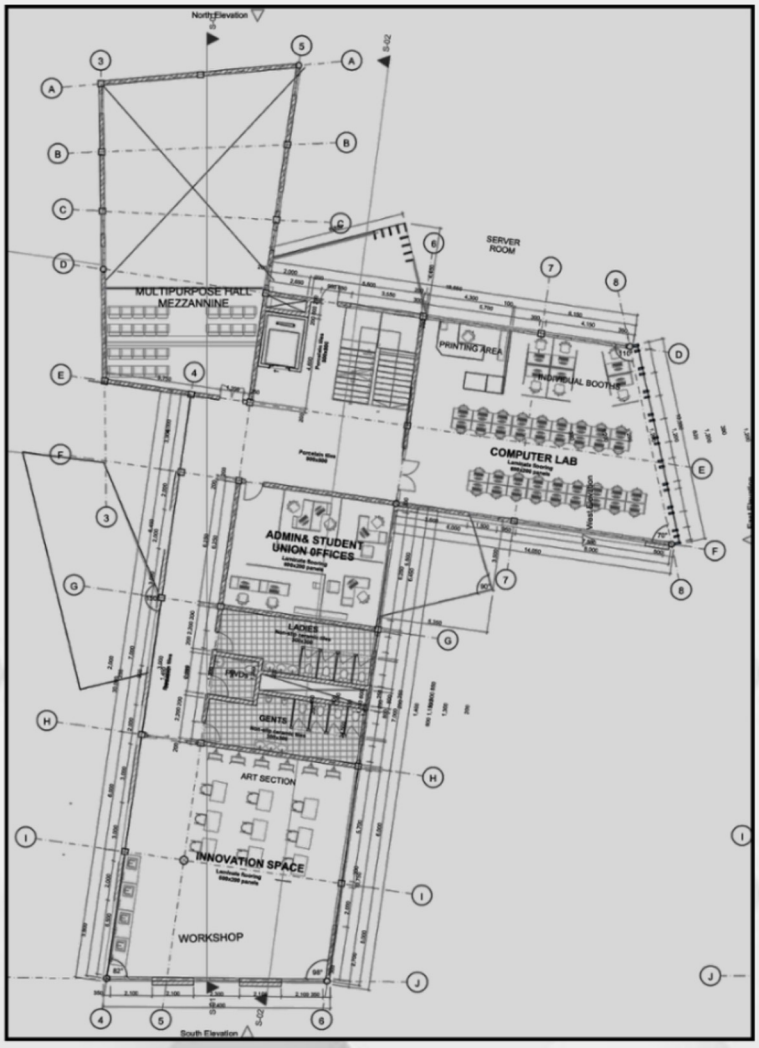
The outdoor eatery acts as a social spill-out space from the interior dining areas. Located within a shaded landscape setting, it creates a lively yet comfortable environment for casual dining, conversation, and student interaction.

The monument is positioned within a landscaped garden to create a reflective and symbolic space within the site. Radiating pathways organize movement around the monument, forming a focal point that encourages pause and contemplation. The surrounding greenery frames the element while separating it from the more active social areas of the student hub

GROUND FLOOR FOOR PLAN



1ST FLOOR PLAN



The floor plan organizes the student hub around a clear circulation spine that connects the main social and functional spaces. Active areas such as the multipurpose hall, dining zones, and collaborative spaces are positioned near the entrance to encourage interaction, while quieter areas are placed further inside the building. Large openings connect interior spaces to the surrounding outdoor seating and landscaped areas, allowing activities to extend into the outdoor environment

2ND FLOOR PLAN



MATERIAL CHOICE

The material palette combines durability, transparency, and texture to create a balanced architectural expression. Masonry blocks are used for the primary walling, providing structural stability, thermal mass, and a solid visual base for the building. Intricate stonework is introduced as skin walls to add depth and texture to the façade while creating visual interest through patterns and shadows.
Glass façades are incorporated in key areas to enhance natural lighting and establish a strong visual connection between interior spaces and the surrounding outdoor environment. Precast concrete fins are applied to the exterior to provide solar shading while reinforcing the building's vertical rhythm and contemporary character



SOUTH ELEVATION SCALE 1: 100



WEST ELEVATION SCALE 1: 100

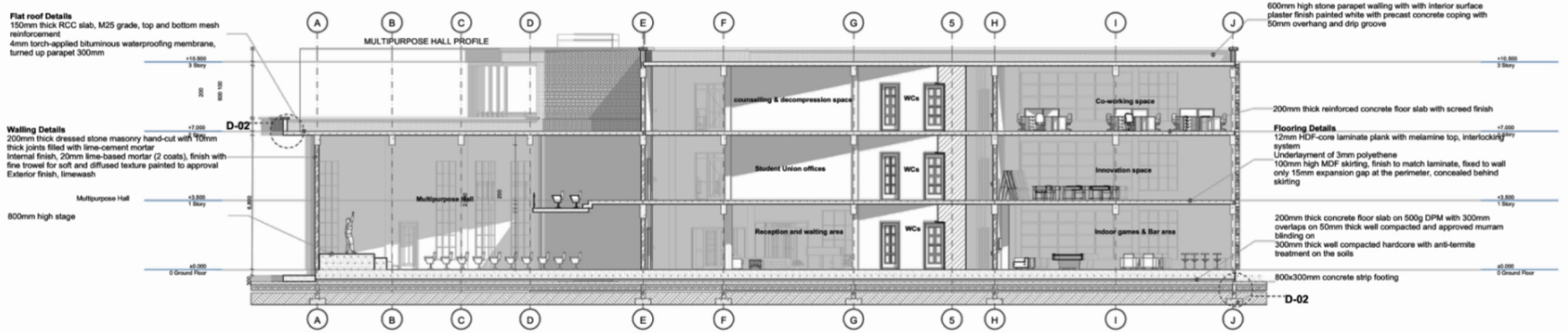


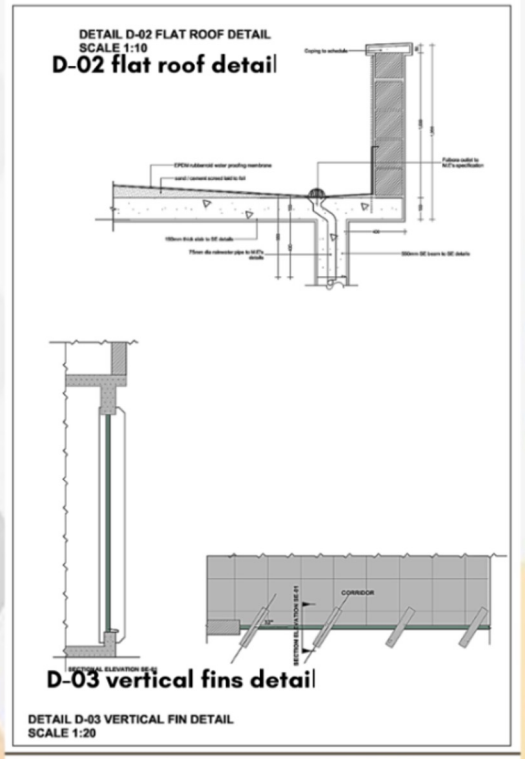
NORTH ELEVATION SCALE 1: 100

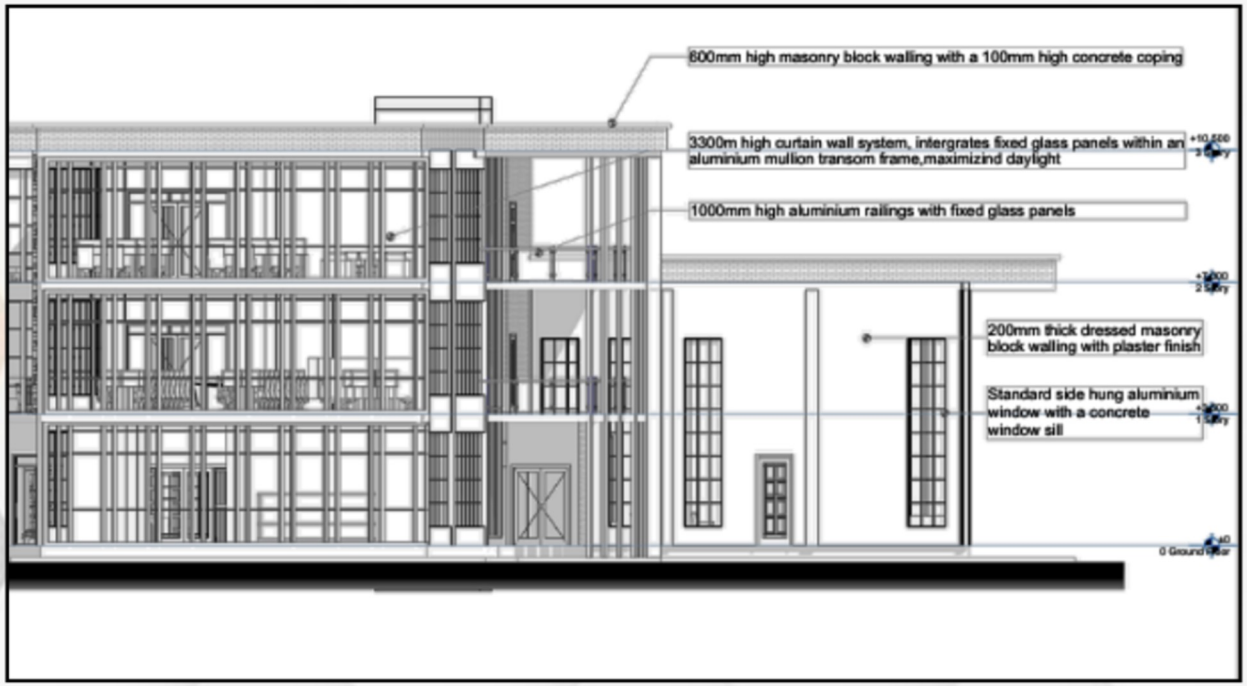


SECTIONS

SECTION S-01
SCALE 1;100







RENDERED EXTERIOR AND INTERIOR PERSPECTIVES







MULTIPURPOSE LOUNGE



-THE LIVING PULSE-

This project explores the creation of a vibrant student-centered environment that supports learning, interaction, and well-being. Through careful site planning, spatial organization, and the integration of indoor and outdoor spaces, the design encourages both social engagement and moments of quiet reflection. The use of durable materials, natural lighting, and landscaped areas contributes to a comfortable and dynamic atmosphere. Ultimately, the project seeks to create a hub that not only accommodates functional needs but also fosters a sense of community and belonging for its users



INDOOR GAMES & BAR AREA

THE INTERSTICE







The student hub is a space that merges all student activities.
It's purpose is to enable social interaction and community living through design.
The Interstice is meant to serve this purpose through zoning of activities and flexible interior spaces, with major consideration of the social spaces.



Perpetual Kirumba is an aspiring architectural designer at Kenyatta University with deep interest in the built environment and spatial design. Her curiosity about how design influences human experiences inspired her pursuit of architecture.

She is passionate about creating thoughtful and meaningful spaces that enhance social interaction , solve community problems and meet community needs promoting a healthy living environment.

Beyond architecture, she enjoys creative pursuits such as music, skating and filmmaking, which continue to influence her perspective on creativity and design.

PERPETUAL K KIRUMBA
official email perpetualmwitari@gmail.com

CONCEPT DEVELOPMENT

DESIGN PHILOSOPHY: DYNAMISM

The Student Hub is an area that serves students from diverse cultures, communities, with diverse characters and identities. The design of the Student Hub is guided by the dynamic and evolving nature of students showing their diverse identities. The design is guided to adapt to the various needs of the students that's by creating a flexible and expressive environment that accomodates the multiple identities , cultures and interactions simultaneously like Layers on a Canvas. The design of the buildings aims at creating spaces where all students feel represented and are safe and comfortable.



DESIGN CONCEPT: A LIVING CANVAS OF MULTILAYERED IDENTITY

The design of the student hub is abstracted from the different layers of change students have to go through. The design reflects how their different characters and how they grow and change with time. Just like brush stokes leave a mark on an empty canvas, the building is designed to reflect the changes students undergo at the different phases of their lives.





PLANNING CONCEPT
-the building will be centered around the side with its front facade facing the Post Modern Library creating a courtyard at the centre and connecting the two seamlessly. This creates a social space allowing the students to interact and freely express themselves reflecting their distinct characteristics.



ENVIRONMENTAL CONCEPT
- use of mesh like steel and timber window screens cladding in the west and east facing facades to reduce sun glare.They also create dynamic light and shadow play in the interiors reflecting the diversity of student characters, beliefs and cultures. The building will also incorporate use of glare control glass curtain wall



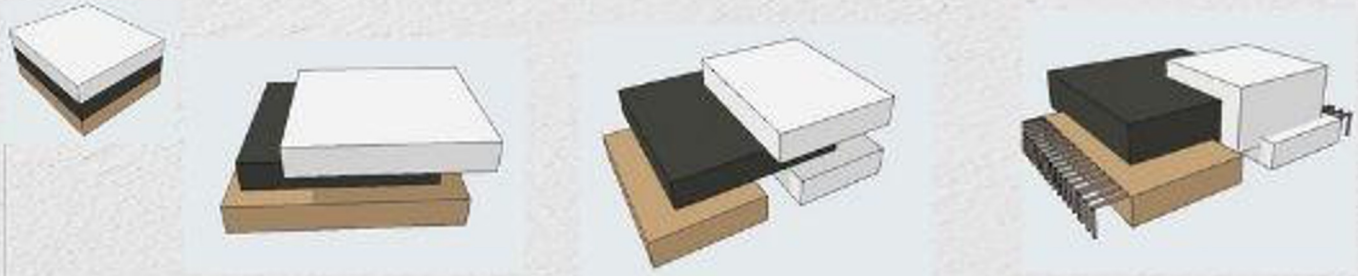


SOCIAL CONCEPT
-use of the gentle slope of the site to create social pods, amphitheatre like shape
Use of the interior cortyard space to create seating spaces that double as a gallery

TECHNOLOGICAL CONCEPT AND MATERIAL CONCEPT
-the extensive use of I steel section beams to cantilever a widespan of the building. The use of steel frames in suspension of the curtain wall facade
-the use of digital diplay wall that will be used todisplay students notable arts
-The use of Mazera and Timber cladding



CONCEPT TO FORM



PLANS



SITE PLAN AND GROUND FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

ELEVATIONS



ELEVATION 01



ELEVATION 03



ELEVATION 02



ELEVATION 04

PLANS



GROUND FLOOR PLAN



FIRST FLOOR PLAN

SPACES PROVIDED

GROUND FLOOR

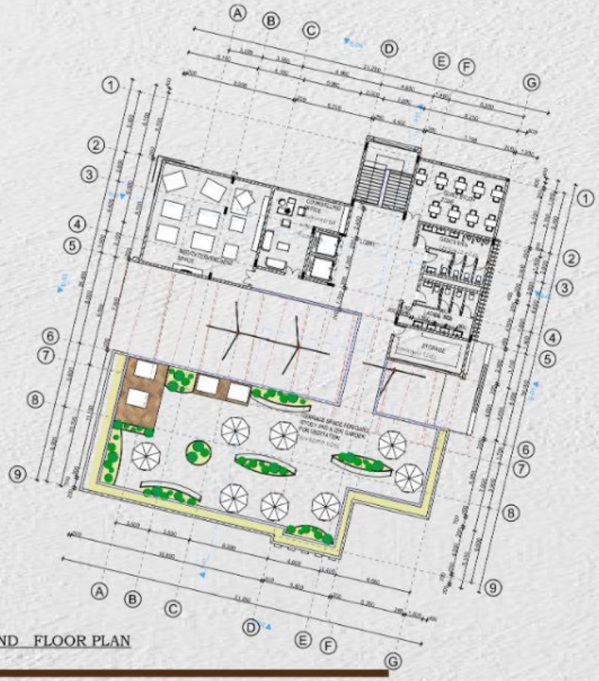
1. RESTAURANT
2. BOARD GAME AREA, TABLE TENNIS, P.S ZONE [RECREATIONAL ZONE]
3. EVENT HALL
4. EXHIBITION HALL
5. PRAYER ROOM
6. WCs

FIRST FLOOR

1. ART CLASS
2. GYM
3. CO-WORKING STUDY SPACE
4. PODCAST STUDIO
5. GROUP STUDY SPACE
6. WORKSHOP
7. STAFF OFFICE
8. TERRACES
9. WCs

SECOND FLOOR

1. MEDITATION AND WELLNESS AREA
2. COUNSELLING OFFICE
3. QUIET STUDY SPACE
4. TERRACE FOR MEDITATION AND QUIET STUDY
5. WCs



SECOND FLOOR PLAN



SITE PLAN

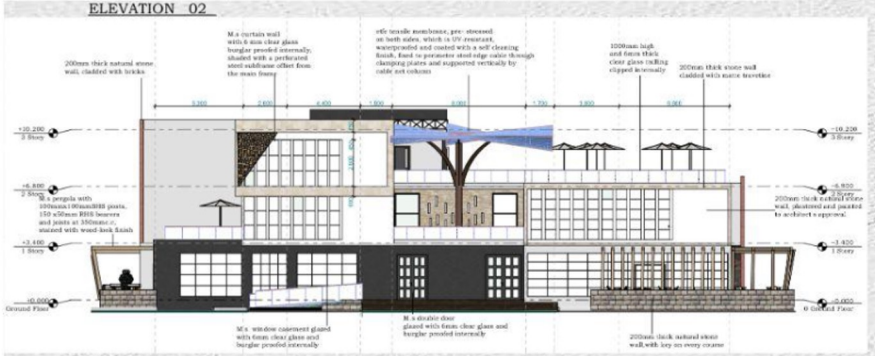
ELEVATIONS



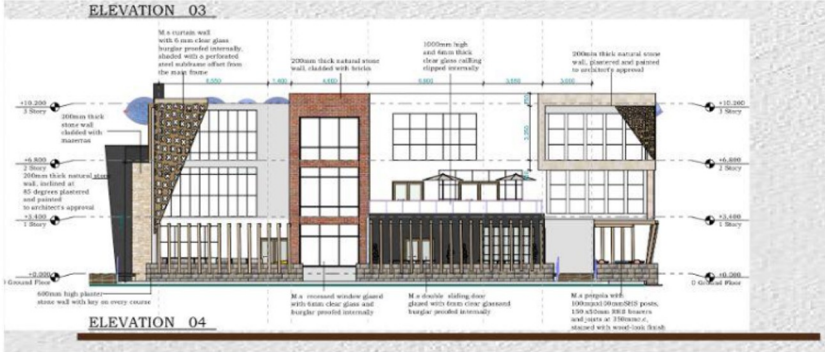
ELEVATION 01



ELEVATION 02



ELEVATION 03



ELEVATION 04



SECTION 01

SECTIONS



SECTION 02

EXTERIOR 3DS











INTERIORS



RECEPTION



SOCIAL PODS, DIGITAL SCREENS



RESTAURANT



RESTAURANT



AMPHITHEATRE



BIOGRAPHY

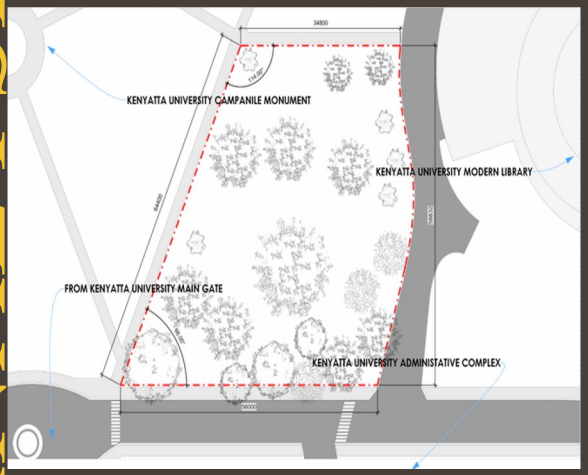
NAME:JEROM VONCHER OWUOR
INSTITUTION:DEPARTMENT OF ARCHITECTURE AND INTERIOR DESIGN(DAID),SCHOOL OF ENGINEERING AND ARCHITECTURE(SEA),KENYATTA UNIVERSITY.
GMAIL :OFFICIALJEROMPATROBA@GMAIL.COM

JEROM IS A FOURTH-YEAR ARCHITECTURE STUDENT DRIVEN BY CURIOSITY, CREATIVITY, AND A DEEP APPRECIATION FOR THE BUILT ENVIRONMENT. FOR HIM, ARCHITECTURE IS MORE THAN DESIGNING BUILDINGS,IT IS ABOUT SHAPING EXPERIENCES, TELLING STORIES THROUGH SPACE, AND CREATING PLACES WHERE PEOPLE FEEL CONNECTED.

THROUGHOUT MY STUDIES, I HAVE WORKED ON SEVERAL PROJECTS SUCH AS RESIDENTIAL HOUSES, PUBLIC BUILDINGS, AND URBAN DESIGN CONCEPTS. THESE PROJECTS HAVE HELPED ME UNDERSTAND HOW ARCHITECTURE CAN IMPROVE PEOPLE'S LIVES AND CREATE FUNCTIONAL, BEAUTIFUL SPACES.THIS INCLUDES VARIOUS ATTACHMENTS THAT I DID,FOR INSTANCE,PUBLIC WORKS-UPPERHILL,NAIROBI.

BRIEF ANALYSIS

PROJECT:MULTIFUNCTIONAL STUDENT HUB
ARCHITECT:JEROM VONCHER OWUOR
YEAR OF DESIGN:2025
AREA:APROXIMATELY SQM
CLIENT:KENYATTA UNIVERSITY
SITE SELECTION:

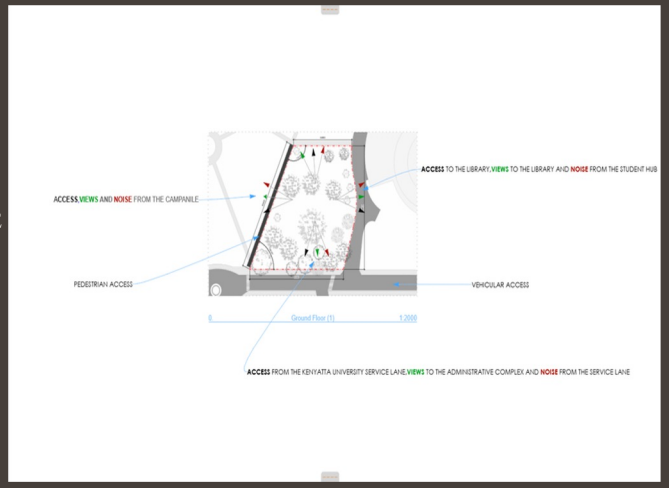


SITE JUSTIFICATION

1.THE SITE HAS DIFFERENT ACCESS POINTS THAT CAN BE USED BY THE USERS TO THE BUILDING.
2.NO DEMOLITION IS REQUIRED EXCEPT CUTTING DOWN OF SOME TREES.
3.THE AREA FACING THE ADMINISTRATION BLOCK HAS TREES THAT CAN ACT AS BUFFER ZONES FOR NOISE,WIND AND ALSO OFFER SUN SHADING.
4.THE SITE HAS GREAT VIEWS i.e The view of the monument and park in campanile,the administration block and also the view of the library.
5.THE SITE IS RELATIVELY FLAT HENCE REDUCING SITE LEVELLING COSTS.
6.THE SITE IS LOCATED IN A CENTRAL LOCATION FROM THE MAIN GATE AND THE OTHER SCHOOL ENVIRONS.

FUNCTIONAL DICTIONARY

1.LOUNGES
2.RECEPTION AND WAITING AREA
3.COLLABORATIVE SPACES
4.PRIVATE SPACES
5.COUNSELLING AND WELLNESS SPACES
6.MULTIPURPOSE HALL
7.EXHIBITION AREA
8.CAFE
9.SOCIAL ZONES
10.COMMUNITY KITCHEN
11.STORE ROOMS
12.OUTDOOR AMPHITHEATRE AREA
13.RECREATIONAL AREAS(GAMING ZONES)
14.MUSIC ROOM
15.WASHROOMS



NAME: JEROM VONCHER OWUOR
ADMISSION NUMBER:B11S/14687/2021
PROJECT:MULTIFUNCTIONAL STUDENT HUB
SCHOOL:ARCHITECTURE AND INTERIOR DESIGN

PRIVACY GRADIENT

PUBLIC SPACES
OUTDOOR AMPHITHEATRE AREA
RECREATIONAL AREAS
CAFE
SOCIAL ZONES
MULTIPURPOSE HALL
EXHIBITION AREAS
MUSIC ROOM

SEMI PUBLIC SPACES
LOUNGES
COLLABORATIVE SPACES
WASHROOMS

SEMI PRIVATE SPACES
PRIVATE STUDY SPACES
COMMUNITY KITCHEN
STORE ROOMS

PRIVATE SPACES
COUNSELLING ROOMS
WELLNESS ROOMS
PRAYER ROOM

ADDITIONAL ZONES
YOGA CORNER/GYM
INNOVATION LAB
LOCKERS/BAG STORAGE

NOISE GRADIENT

OUTDOOR AMPHITHEATRE AREA
RECREATIONAL AREAS
MUSIC ROOMS
CAFE
SOCIAL ZONES
RECEPTION
MULTIPURPOSE HALL
SEMINAR ROOMS
EXHIBITION AREA
COLLABORATIVE SPACES
LOUNGES
COMMUNITY KITCHEN
INNOVATION LAB
PRIVATE STUDY SPACES
WELLNESS ROOMS

SERVICE GRADIENT

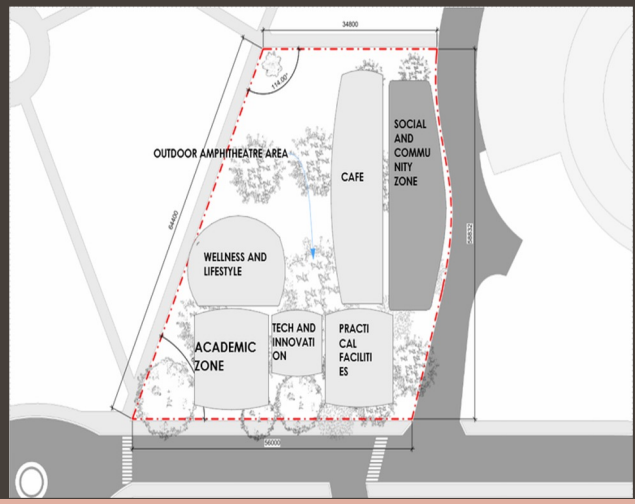
OUTDOOR AMPHITHEATRE AREA
RECREATIONAL AREAS
MUSIC ROOMS
CAFE
SOCIAL ZONES
RECEPTION
MULTIPURPOSE HALL
SEMINAR ROOMS
EXHIBITION AREA
COLLABORATIVE SPACES
LOUNGES
COMMUNITY KITCHEN
INNOVATION LAB
PRIVATE STUDY SPACES
WELLNESS ROOMS
PRAYER ROOM

MOST NOISY SPACES

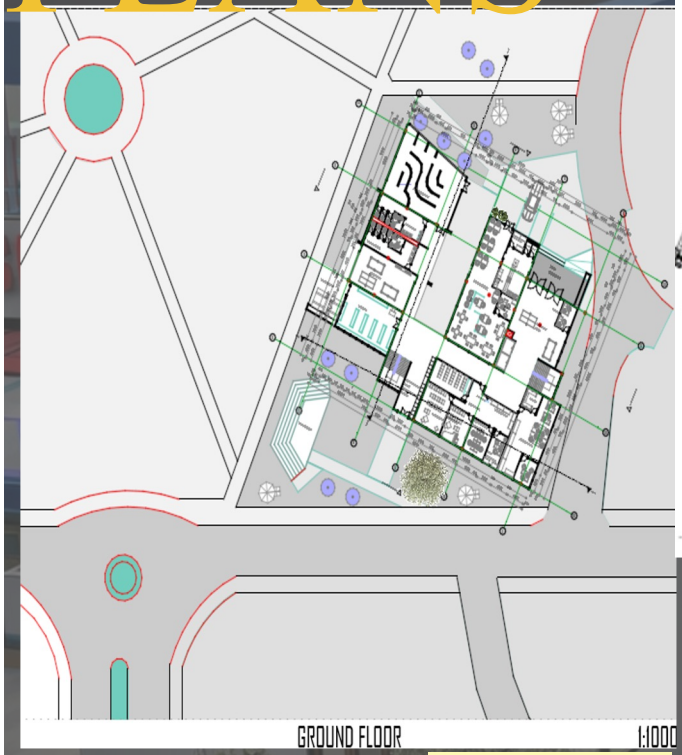
MOST QUIET SPACES

HIGH DENSITY AREAS

LOW DENSITY AREAS

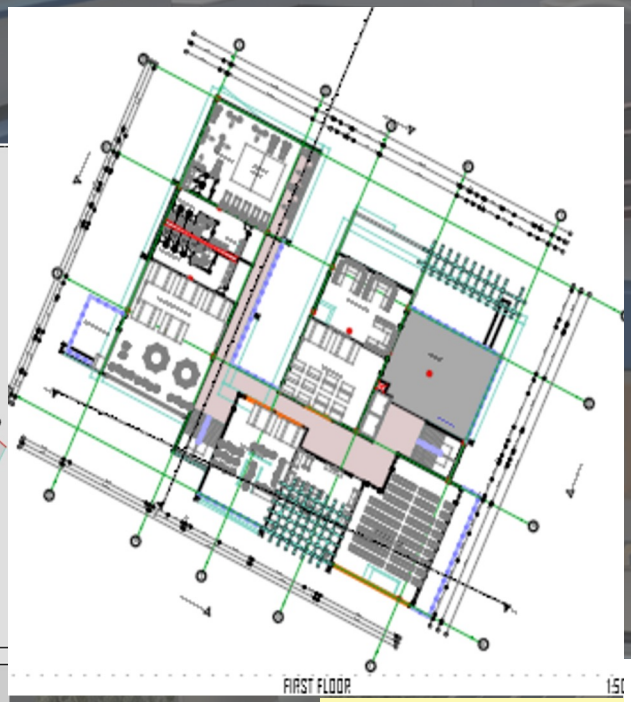


PLANS



G.FLOOR LEGEND

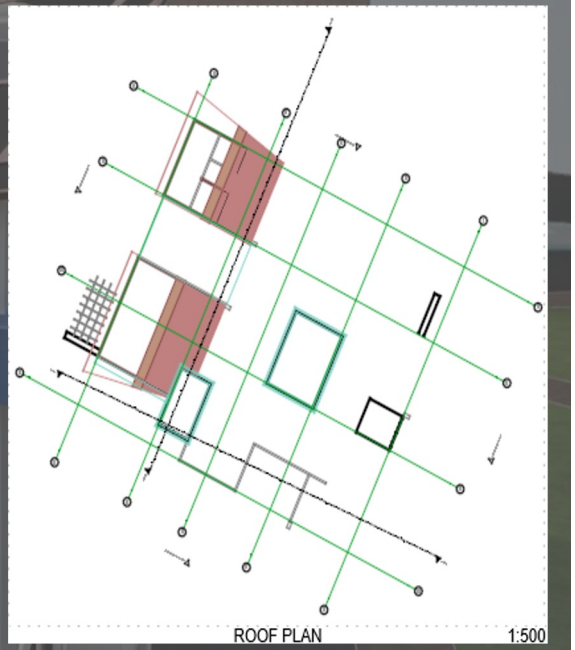
1.ENTRANCE
2.ADMINISTRATION OFFICE
3.MUSIC ROOM
4.CAFE
5.WASHROOMS
6.GAMING LOUNGE
7.MINIMART
8.EXHIBITION

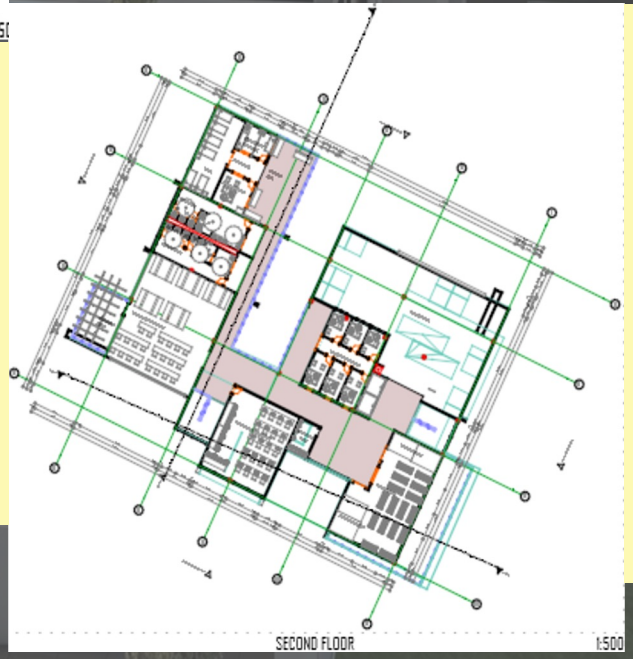


1ST FLOOR LEGEND

1.TERRACE
2.SEMINAR ROOM
3.MARKER SPACE
4.MULTIPURPOSE HALL
5.LOUNGE
6.INNOVATION HUB
7.COLLABORATIVE STUDY SPACES
8.WASHROOMS
9.GYM

THE LEGEND IS FROM RIGHT TO LEFT FOR ALL THE PLANS.





2ndFLOOR LEGEND

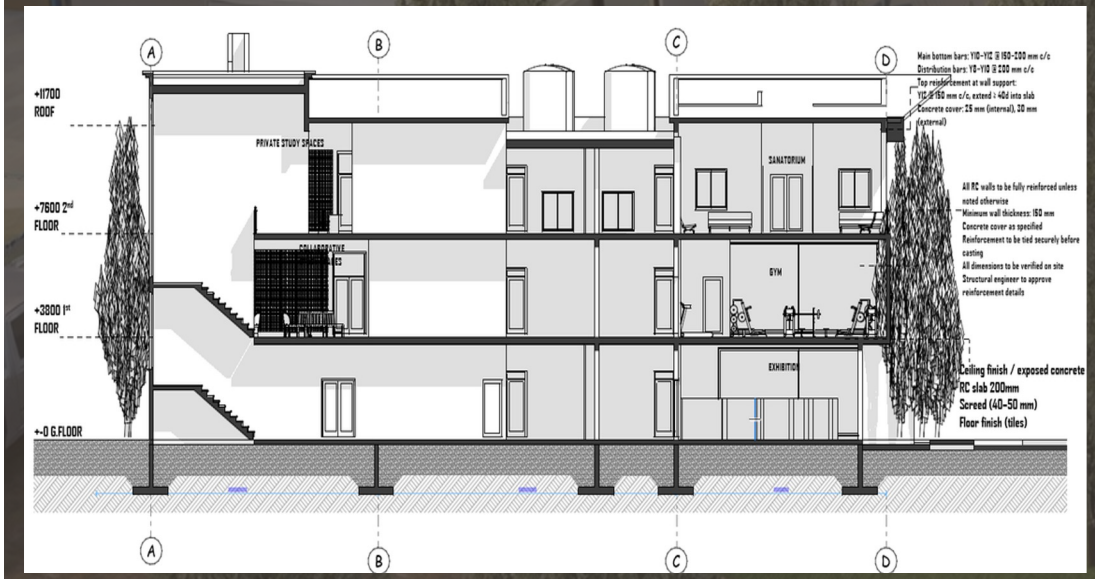
1.SKATING PARK
2.COUNSELLING ROOMS
3.PRAYER ROOM
4.ABLUTION CORNER
5.RESEARCH COMPUTER LAB
6.PRIVATE STUDY SPACES
7.WASHROOMS
8.SANATORIUM

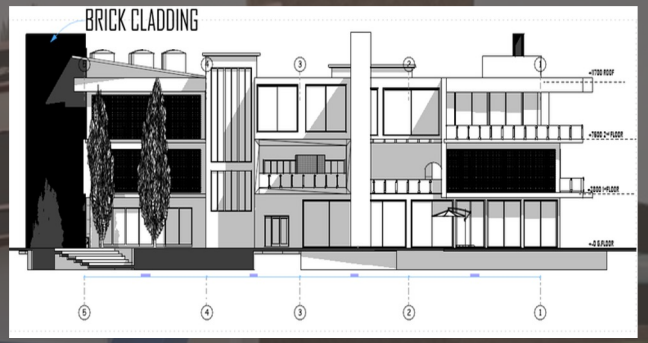
SECTIONS

ELEVATION

S



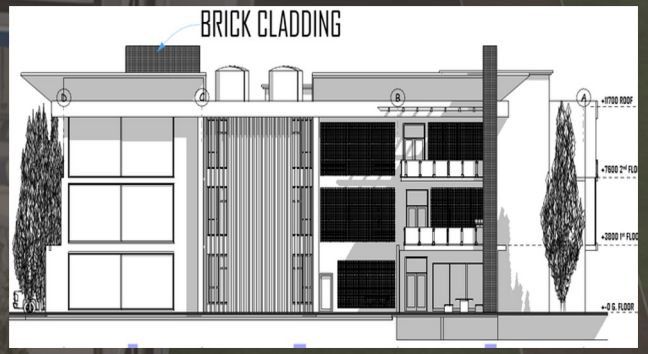




NORTH ELEVATION



SOUTH ELEVATION



WEST ELEVATION



EAST ELEVATION

3DS













Students Hub

3DS



CAFE





SKATING PARK



MINIMART



VIEW FROM KU CAMPANILE



NAME: **ZEEYAD ABDULNASSER BALALA**
INSTITUTION: Department of Architecture and Interior Design (DAID), School of Engineering and Architecture (SEA) Kenyatta University (KU)
EMAIL: Zabalala15@gmail.com

BIOGRAPHY

Zeeyad Abdulnasser Balala is an architecture student interested in spatial clarity, functional efficiency, and human-centered design. His work explores how architecture can structure interaction, support learning, and shape community environments. He focuses on thoughtful planning, clear circulation systems, and material strategies that strengthen both usability and architectural identity within contemporary spaces.

'The Layered Nexus'

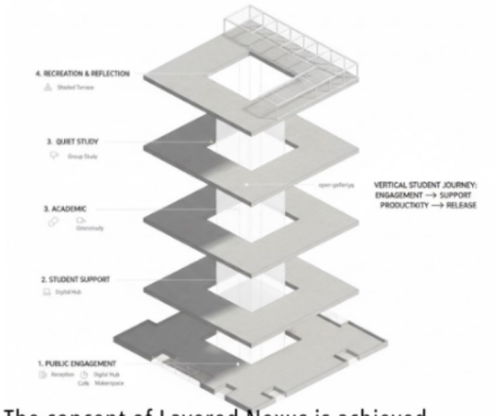
The Nexus Hub is designed as a central point of connection within the campus environment. The project responds to the brief by creating layered spatial zones that support academic growth, digital innovation, mental wellness, and social interaction. Material transitions reinforce functional hierarchy, while vertical circulation acts as the connective spine of the building. Each floor is programmed to balance focus and activity, creating a cohesive yet diverse spatial experience.

CONCEPT

THE NEXUS

- Layered Nexus describes a vertically organized studenthub structured around a central atrium that acts as the building's connective core. The rectilinear form establishes clarity and structural order, while each floor is strategically layered according to function, public engagement at ground level, student support above, academic productivity on the next level, and recreation at the top. These layers are visually and spatially unified through open corridors overlooking the full-height atrium, creating constant connection between levels. The concept positions the building as a structured framework where diverse aspects of student life intersect within a single, coherent system.

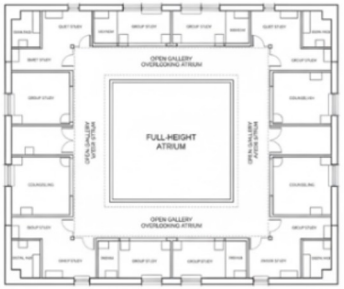
LAYERED NEXUS



- The concept of Layered Nexus is achieved through the deliberate vertical stacking of program around a full-height central atrium that acts as the building's connective core. Each floor is organized according to function and intensity, public engagement at ground level, student support above, focused academic productivity on the next level, and recreation at the top,creating clearly defined spatial layers. The rectilinear structural framework provides order and clarity, while open corridors overlooking the atrium ensure constant visual and spatial connection between levels. Together, this layering and central void establish a unified system where different aspects of student life intersect within a structured architecturalframework.

Thekey design features of the Layered Nexus include a rectilinear building form that expresses structural clarity and efficiency, organized around a full-height central atrium that serves as the spatial and social core. Open internal corridors overlook the atrium on every level, ensuring continuous visual connectivity and shared identity across floors. Programs are vertically stratified according to function and activity level, reinforcing clear zoning within a compact footprint. A translucent roof introduces diffused natural light into the atrium, enhancing openness while maintaining a controlled internal environment. The centralized circulation system strengthens orientation and movement, allowing the building to operate as a cohesive, layered framework for student life.

LAYERED NEXUS: TYPICAL FLOOR PLAN



The Student Hub is designed to aƅuract and engage students through a combination of openness, visibility, and purposeful spatial organization. The central atrium immediately greets visitors upon entry, creating a bright, airy, and inviting focal point that visually connects all levels. Public and collaborative spaces on the ground floor, such as the café, multi-purpose hall, and exhibition areas, encourage casual interaction and social engagement, while open corridors overlooking the atrium allow students to see activity across the building, fostering curiosity and a sense of connection. Program layering ensures that as students move upward, they naturally encounter spaces that support focus, collaboration, and ultimately recreation, creating a building that intuitively guides users through diverse experiences while making them feel part of a vibrant, structured community.







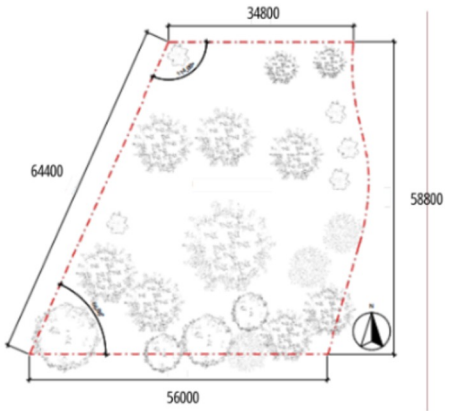
WHY THIS CONCEPT?

1. Structured Interaction The central atrium and open corridors create visual and spatial connectivity, encouraging interaction between students on all levels while maintaining clear organization. 2. Functional Vertical Zoning Program layers—from public engagement to support, productivity, and recreation—allow each function to operate efficiently without interfering with others. 3. Spatial Clarity The rectilinear form and clear structural grid provide order and legibility, making navigation intuitive and reinforcing the academic identity of the building. 4. Controlled Openness The atrium introduces light and openness within a compact form, balancing communal visibility with privacy for sensitive functions like counselling and study areas. 5. Psychological & Experiential Hierarchy Vertical progression guides students from engagement to focus to release, creating a subtle, intuitive journey that supports wellbeing and encourages use of the hub.

BRIEF ANALYSIS

SITE IDENTIFICATION

NAME: STUDENTHUBPROJECT.
CLIENT: KENYATTAUNIVERSITY.
LOCATION: KENYATTA UNIVERSITY, NAIROBI COUNTY NEXT
TO THE POST MODERN LIBRARY.
AREA: APPROXIMATELY 2900 SQM



SITE JUSTIFICATION

- Thesiteis directlyoutside the PostmodernLibrary,placing the building at the heart of daily student movement.
- It sits in a high-pedestrian-traffic zone, ensuring consistent activity, visibility, and relevance.
- The ground is relatively flat, reducing construction complexity and enabling flexible massing.
- The location has multiple access points, allowing easy approach from different campus directions.
- Its position between academic paths creates an opportunity to capture and organize natural student flow.
- The surrounding openness provides room for outdoor elements(courtyard, amphitheatre,shaded terraces).

SPACE CLUSTERS

Social Cluster:
Café
Recreation / Games Area

Active / Expression Cluster:
Multipurpose Hall (MPH)
Exhibition Hall
Makerspace

Quiet/Restorative Cluster:
Wellness Room
Counselling Rooms
Digital Hub

Support Cluster:
Reception
Administrative
Offices Storage IT
Room Janitor Room
Service Room

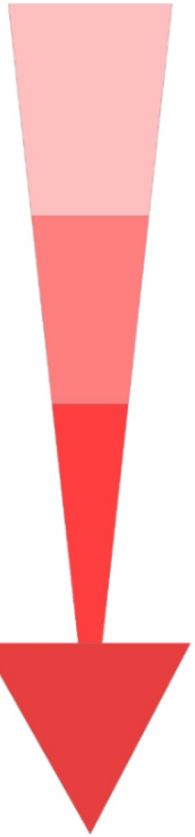
HIERARCHY OF SPACES

1.Privacy Hierarchy
Counselling Rooms
Wellness Room
Digital Hub / Computer Lab
Multipurpose Hall (MPH)
Exhibition / Makerspace
Recreation / Games Area
Café
Reception

2. Noise Hierarchy
Counselling Rooms
Wellness Room
Digital Hub / Computer Lab
Multipurpose Hall (MPH)
Exhibition / Makerspace
Recreation / Games Area
Café

3. Access Hierarchy
Counselling Rooms
Wellness Room
Digital Hub / Computer Lab
Multipurpose Hall (MPH)
Exhibition / Makerspace
Recreation / Games Area
Café
Reception

4. Views Hierarchy
Counselling Rooms
Wellness Room
Digital Hub / Computer Lab
Multipurpose Hall (MPH)
Exhibition / Makerspace
Recreation / Games Area
Café



AREA ANALYSIS

Social Cluster

Cafe — 65m²

Recreation/Games Zone — 123m²

Active Cluster

Multi-purpose hall — 272m²

Exhibtion Hall — 123m²

Makerspace — 123m²

Quiet Cluster

Counselling and wellness rooms — 150m²

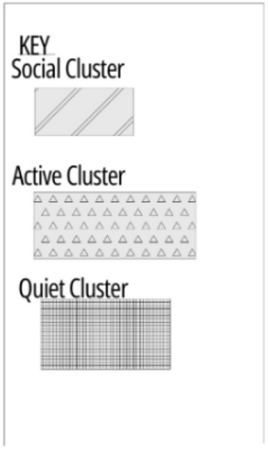
Digital Hub — 113m²

ESTIMATED TOTAL AREA

Space	Area (m²)
Multipurpose Hall (MPH)	272
Recreation / Games Area	123
Café	65
Digital Hub / Computer Lab	11
Exhibition / Makerspace	3
Counselling & Wellness	12
Support Spaces	3

Space	Area (m²)
Reception	15
Administrative Offices	30
Storage	35
Service Room	12

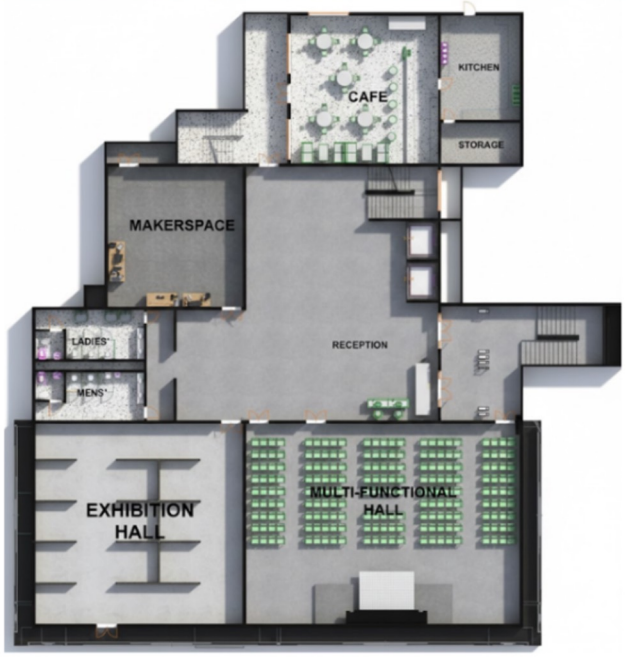
Total Usable Area = 969+112=1,081m²



ZONING MASTER PLAN



PRESENTATION DRAWINGS



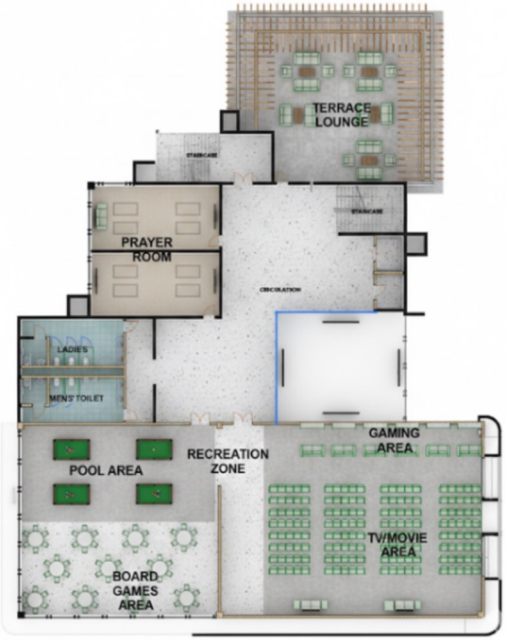
GROUND FLOOR



SECOND FLOOR



FIRST FLOOR



THIRD FLOOR



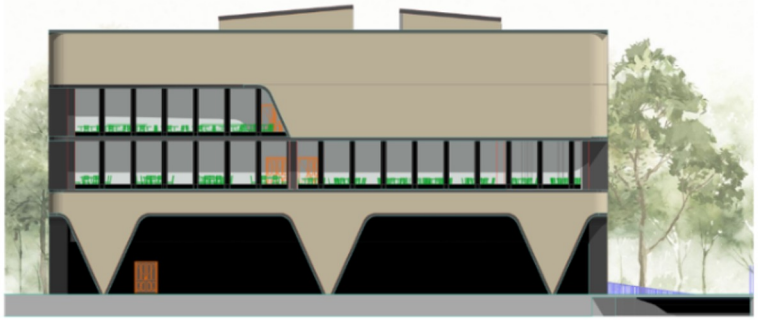
ELEVATION 01



ELEVATION 02



ELEVATION 03



ELEVATION 04

VISUALISATION



FRONT VIEW



VIEW FROM ROUNDABOUT

KARIBU NEXUS



FROM ENTRANCE OF THE KU POST-MODERN LIBRARY COMPOUND



VIEW FROM KU POST-MODERN LIBRARY



VIEW FROM KU MONUMENT

INTERIORS



MULTI-PURPOSE HALL



CO-WORKING SPACE



POOL AND BOARD GAMES AREA



TV AREA



CAFE



NAME: **NJUGUNA MELODY WAMBUI**
INSTITUTION: Department of Architecture and Interior Design (DAID), School of Engineering and Architecture (SEA) Kenyatta University (KU)
EMAIL: **amelodyarchitect@gmail.com**
kadodaecreations@gmail.com

Njuguna Melody is an architecture student whose passion for design began since she was a kid, watching her mother drawing floor plans and following her to site on the weekends. Deeply artistic and intuitively curious, she approaches architecture as both a discipline and a form of storytelling. She is the creative mind behind the shop, Kadodaecreations and "A Melody Architect," platforms that reflect her bold and colorful approach to the world. Melody's core belief is to 'design for the soul', she explores architecture through an unconventional lens not bound by the traditional post-lintel- but parametric architecture.
For Melody, good architecture is much like a love letter: the more time, intention, and care invested in its creation, the more deeply it resonates with the users. Melody defines and architect as a designer of art in the human scale. She is passionate about pushing the limits of architectural thinking across different industries, constantly exploring how design can influence culture, perception, and everyday life.



FRACTIONS Kenyatta university Student hub

FRACTIONS is envisioned as the true heart of student life at Kenyatta University — a dynamic sanctuary where ideas, cultures, and connections intersect.
Designed to stand boldly within the university's predominantly blue architectural language, its striking red identity symbolizes energy, passion, and the diverse "fractions" that together form one unified student body.
More than just a building, FRACTIONS is a breath of fresh air — an oasis woven into campus life — offering students a space to pause, recharge, collaborate, and be inspired before stepping into their next class. It complements the university's values by fostering community, innovation, and belonging, standing not in contrast, but in harmony with Kenyatta University's spirit.

TO BUILD AN A STUDENT

For the wellbeing of a functioning student, multiple factors are at play, one has to have them all okay for one to perform, this thought process inspired my design. from this thought, i thought of a WHOLE and FRACTIONS that make up this WHOLE.



image depicting the integral elements that make an impact in the wellbeing of a student,AI image prompted by,Njuguna 2026

Concepts

There are four major concepts that guide the design.



Planning Concept

Concept: The Student as a Whole Formed by Fragments

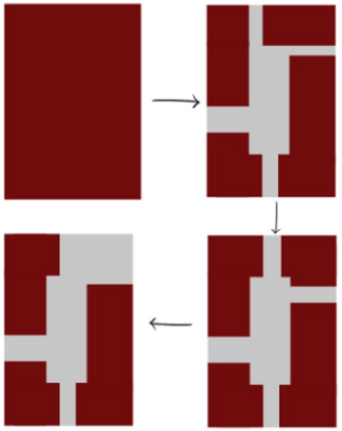
The building is planned as a series of fragmented volumes that interlock to form one whole, reflecting how a student is built from multiple essential aspects:

- physical health
- mental health
- intellectual growth
- social interaction
- leisure
- support systems

Programmatic zoning follows student needs:

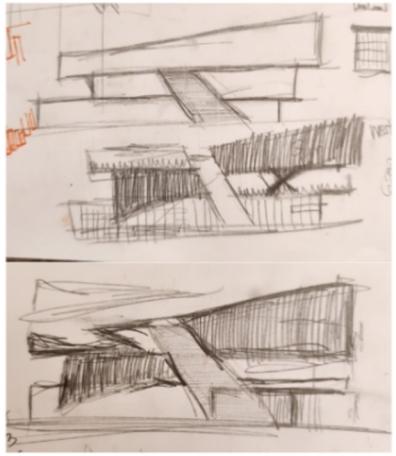
- quieter blocks for study and mental wellness
- active blocks = social and physical engagement
- shared transitional spaces that allow overlap between learning, leisure, and interaction.

The broken and stepped massing in plan encourages movement, discovery, and informal encounters.

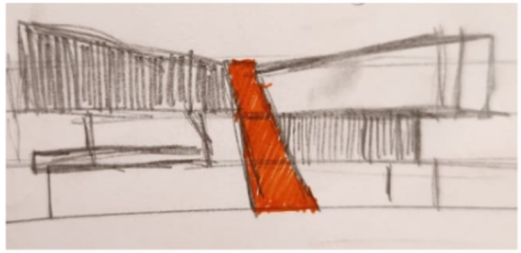


proposed plan layout to elaborate the fractions making up a whole,Njuguna 2026

Each "fraction" is expressed as a distinct spatial block, organized around shared circulation spines and bridges to symbolize connection and interdependence.



proposed elevations sketches,Njuguna 2026



proposed elevations sketches,Njuguna 2026

Social–Cultural Concept

Concept: Architecture as a Support System for Student Growth

The building is designed as a social condenser where different student needs intersect, encouraging interaction between diverse users.

The mix of academic, social, wellness, and leisure spaces supports student retention, productivity, and holistic development.

Informal spaces encourage peer learning, collaboration, and access to help, strengthening the social fabric of the campus.

Environmental Concept

Concept:Healing,Light,andClimatic Responsiveness

The fragmented massing allows daylight to penetrate deep into the building and creates courtyards and shaded pockets for rest and mental recovery.

Terraced and stepped forms provide self-shading and reduce heat gain, responding to the hot Kenyan climate.

Cross-ventilation is enabled through breaks between blocks and vertical voids, reducing reliance on mechanical cooling.

Technological Concept

Concept: Structure as Connector

Modular planning allows flexible internal layouts for evolving student needs such as study pods, counselling spaces, group rooms, and creative hubs.

Simple construction systems ensure buildability while allowing expressive massing as per the elevations.

FORM DEVELOPMENT

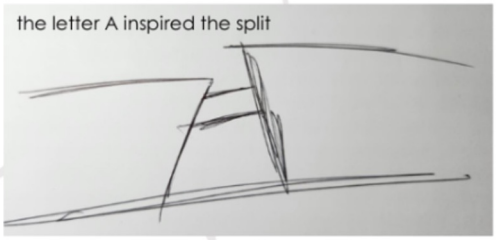
Multiple inspirations inspired the form:

- FRACTIONS
- 'A' (like grade A student)



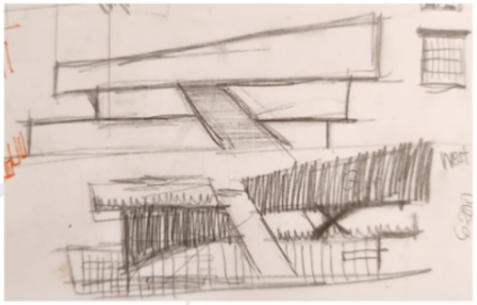
i knew the building will be 3 floors, but i still wanted to depict the idea of the building being split, but in an elegant way, i kept drawing the letter A and the three blocks.

hand drawn sketch,Njuguna 2026

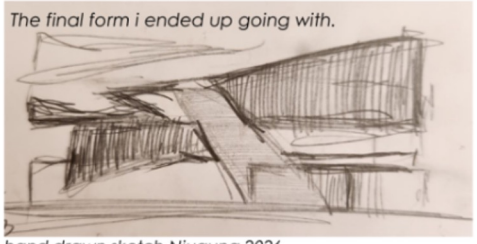


hand drawn sketch,Njuguna 2026

played around with the blocks till i liked them, then added some elements to elaborate the split of the three elements vertically.



hand drawn sketch,Njuguna 2026



hand drawn sketch,Njuguna 2026

SITE SELECTION

PROJECT NAME FRACTIONS

PROJECT LOCATION
Nairobi,Kenyatta University



PROJECT CLIENT
Kenyatta University

SITE AREA2800M$_2$

SITE JUSTIFICATION

Its in a central location within the campus, not too far from the entrance, and accessible to most lecture rooms.
No demotion was required.

BRIEF ANALYSIS

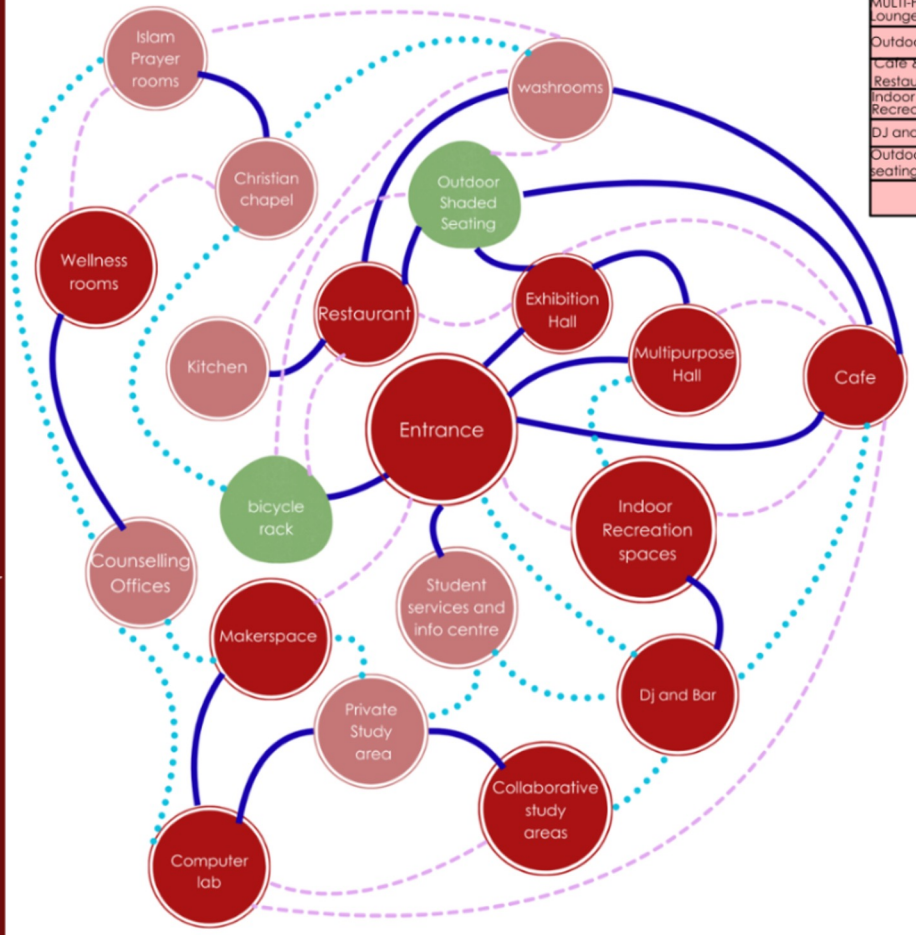
FUNTIONAL LIBRARY

Reception
Multipurpose Lounge
Co-working spaces
Quiet Study Zone
Group Discussion Room
Innovation/Makerspace
Computerlab
Wellness room
Counselling room
support spaces and washrooms
Shops Cafe
Restaurant Dj and Bar
Indoor Recreational Area Outdoor seating/ Amphitheatre
Exhibition area
Student Services and info centre

PRIVACY AND NOISE GRADIENT

LEAST PRIVATE	LEAST NOISE
Reception Outdoor Spaces Restaurant Cafe Exhibition Area Student Lounge Mutlipurpose Hall Group Discussion Zones Computer Lab Innovation Spaces Private Study zones Counselling Rooms Spiritual Rooms Student services Offices Washrooms	Outdoor Spaces Restaurant Cafe Reception Exhibition Area Student Lounge Group Discussion Zones Innovation Spaces Washrooms Counselling Rooms Computer Lab Student services Offices Private Study zones Spiritual Rooms
MOST PRIVATE	MOST NOISE

RELATIONSHIP BETWEEN SPACES



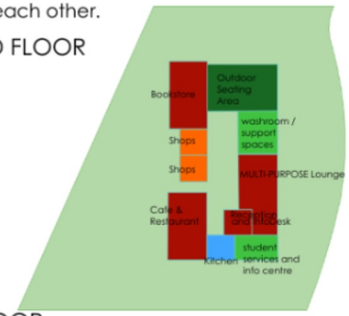
GROUPING OF SPACES

High Traffic High Noise	High Traffic Low Noise	Medium Traffic HighNoise	Medium Traffic Low Noise	Low Traffic High Noise	Low Traffic Low Noise
MULTI-PURPOSE Lounge	Exhibition zone	Group Discussion zone	Student services	Kitchen	Quiet Study zone
Outdoor seating	GYM	Reception and Info Desk	Computer lab		Counseling & Support Office
Cafe & Restaurant	Pilates room	Makerspace	Co-working/ Study Spaces		Bar and Storage
Indoor Recreational	Shops		Wellness Room		
DJ and bar	Bookstore		Washroom		
Outdoor seating lounge			Group Counselling Room		

VOLUME ANALYSIS AND ZONING

Arranged according to how we are going to relate the spaces to each other.

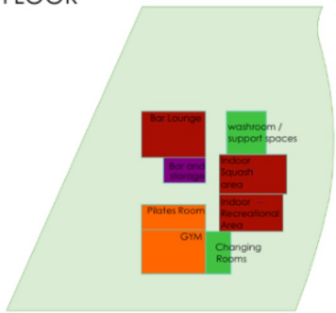
GROUND FLOOR



FIRST FLOOR



SECOND FLOOR



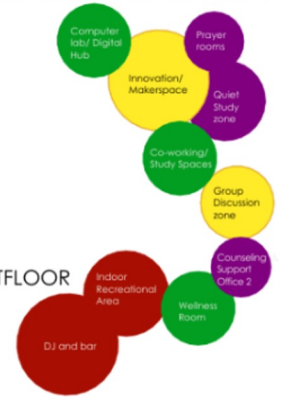
SKETCHES OF ALLOCATION OF SPACES ON SITE

PUBLIC SPACES
PRIVATE SPACES
GREEN SPACES
STRONG RELATIONSHIP
MODERATE RELATIONSHIP
WEAK RELATIONSHIP

GROUNDFLOOR



FIRSTFLOOR





Njuguna,2026



Njuguna,2026



Njuguna,2026

You will notice that the flooplan is broken down into 3 solid sections and one void, which serves as the outdoor-sitting area, the beauty with this building is that its a full light house,receiving light both from above and the usable breakout spaces. With this, one feels like they are enjoying a good indoor-outdoor space from all points of the building.

The spaces provided are intentionally positioned to relate with theones adjacent to them. A work-rest-play dynamic has been maintained on each floor, and the working areas that require less noise and are situated on Eastern side of the buidling facing the Post Modern Library to reduce noise from that side.



Njuguna,2026



Njuguna,2026



Njuguna,2026



Njuguna,2026

ELEVATIONS

elevations are the heart of this design, its really the elevations that capture the users first attention, i tried to harmonize three elements: the red brick work, the vertical elements and and the roughness of exposed concrete. I tried to emphasize on this 'crack' by introducing a bold color,red, which is complementary to the blue all over campus, my intention of this building was to stick out, like an oasis,from the harsh sand all around the desert. This building was also not intended to be an all plaster building, such fascades tend to age badly, rather,i opted for exposed, Raw materials like the concrete and Firestone cladding.





Showing relationship of spaces that are stacked on top of the other
Njuguna,2026





Showing relationship of spaces that are stacked on top of the other



Movie scan,Njuguna 2026

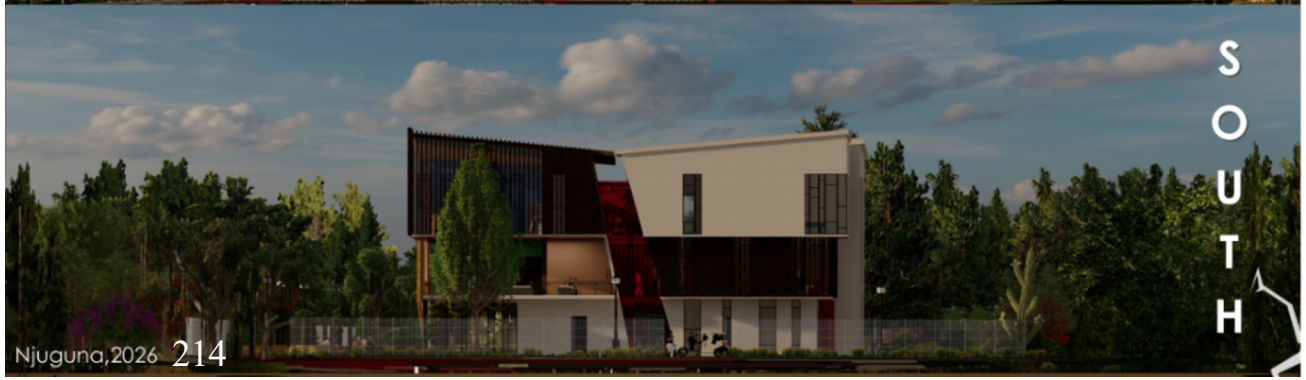
NEW AND IMPROVED WALK THROUGH THE BUILDING

ELEVATIONS FROM A USER'S POINT OF VIEW





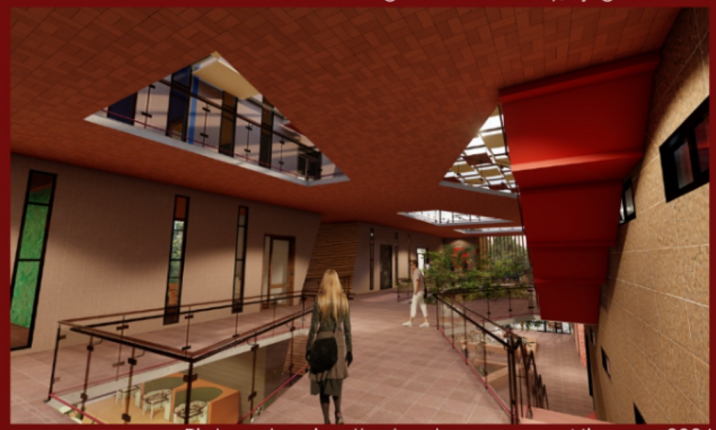








Picture showing the main lobby,Njuguna 2026

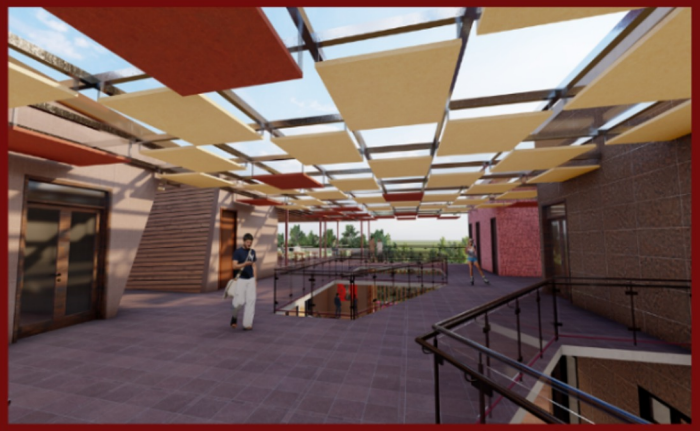


Picture showing the bar lounge area,Njuguna 2026





Picture showing the outdoor lounge area,Njuguna 2026



Picture showing the sun shading technique of the midday sun,Njuguna 2026

INTERIOR 3D's

Specifically designed to ensure on light penetrates from the second floor to the groundfloor. I wanted to maintain the red so that is the interiors don't feel too different from the red theme going on the elevations. The interior is composed of ceramic tiles of different sizes and sheen, I wanted to make the floors extra matte and as to mimic a ground feel as much as possible and the the ceiling a bit glossy but with smaller size tiles.

the second floor has a unique ceiling, it having a glass atrium as a roof material, i added suspended checkered squares of concrete that help absorb and reduce the heat of the midday sun. The red color scheme is to serve as a sharp contrast to the outside world (*the rest of campus*) and to signify change psychologically, in the mind of a Kenyatta University Student.



NAME: Clara Kamau
INSTITUTION: Department of Architecture and Interior Design (DAID) School of Engineering and Architecture Kenyatta University (KU)
E-MAIL: clarakamau020@gmail.com

KU STUDENTS HUB

KU Students Hub is a project that was conceived to bring students, members of staff and alumni together, hence be a center of interconnection.
The design and brief was well curated to ensure all the users needs are considered and careful thought process was involved to create a space that feels like home rather than a building with activities.

ABOUT ME:

I am a fourth-year Architecture student at Kenyatta University, driven by creativity, bold thinking, and diligence in my academic and design pursuits. My architectural ethos centers on creating a meaningful sense of place through designs that are both sustainable and functional, responding thoughtfully to the needs of people and their environments. I view architecture not just as the creation of buildings, but as a transformative tool capable of addressing challenges and shaping better communities.

PROJECT BRIEF

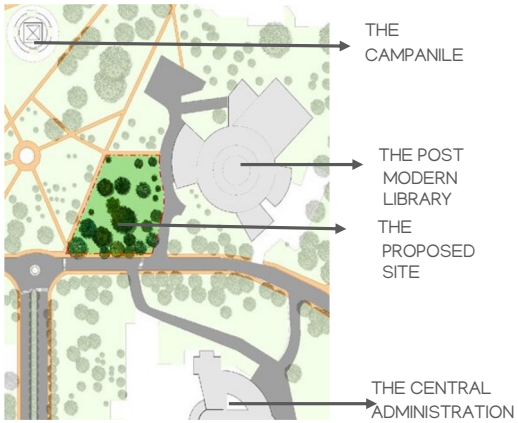
PROJECT DESCRIPTION

PROJECT NAME: KENYATTA UNIVERSITY STUDENTS' HUB

LOCATION: KENYATTA UNIVERSITY NEAR THE POST MODERN LIBRARY

SITE SELECTION

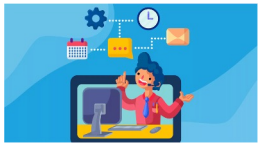
CLIENT: KENYATTA UNIVERSITY



GROUPING OF SPACES BASED ON ACTIVITIES

ADMINISTRATIVE SPACES:

RECEPTION AND WAITING AREA
INFORMATION DESK
CLUBS AND SOCIETIES OFFICE
STUDENT LEADERS OFFICES



ACADEMIC SPACES:

PRIVATE STUDY BOOTHS
GROUP DISCUSSION ROOM
CO-WORKING SPACE
COMPUTER LAB



RECREATIONAL SPACES:

DIGITAL GAMING HUB
GAMES ZONE
ROOFTOP GARDEN
MULTI-PURPOSE LOUNGE



RETAIL SPACES:

BOOKSHOP
PRINT AND COPY SHOP
FOOD COURTS
JUICE BAR



WELLNESS SPACES:

COUNSELLING OFFICES



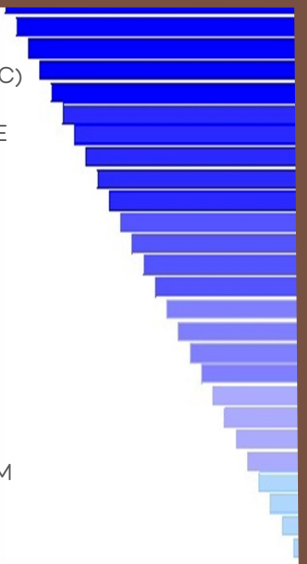
SOCIAL SPACES:

EXHIBITION HALL
SEMINAR ROOM
AUDITORIUM



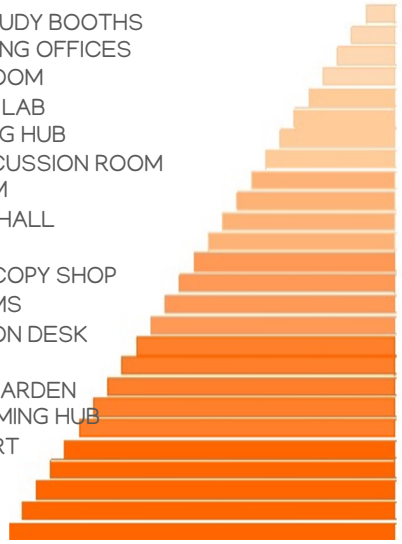
PRIVACY GRADIENT

RECEPTION (MOST PUBLIC)
INFORMATION DESK
MULTI- PURPOSE LOUNGE
COURTYARD
FOOD COURT
GARDEN TERRACE
WASHROOMS
GAMING ZONE
EXHIBITION HALL
AUDITORIUM
SEMINAR ROOM
BOOKSHOP
PRINT AND COPY SHOP
PRIVATE STUDY BOOTHS
GROUP DISCUSSION ROOM
CO-WORKING SPACE
COMPUTER LAB
COUNSELLING OFFICES



NOISE GRADIENT

PRIVATE STUDY BOOTHS
COUNSELLING OFFICES
SEMINAR ROOM
COMPUTER LAB
CO WORKING HUB
GROUP DISCUSSION ROOM
AUDITORIUM
EXHIBITION HALL
BOOKSHOP
PRINT AND COPY SHOP
WASHROOMS
INFORMATION DESK
RECEPTION
ROOFTOP GARDEN
DIGITAL GAMING HUB
FOOD COURT
LOUNGE



VIEW GRADIENT

OUTDOOR SEATING(MOST)
MULTIPURPOSE LOUNGE
FOOD COURTS
EXHIBITION/ DISPLAY ZONE
GAMING AREA
RECEPTION & INFO DESK
GROUP DISCUSSION ROOMS
INNOVATION/ MAKERSPACE
COMPUTER LAB/ DIGITAL HUB
QUIET STUDY ZONE
WELLNESS/ MEDITATION ROOM
PRAYER ROOM
RETAIL SPACES
COUNSELLING & SUPPORT OFFICES
WASHROOMS (LEAST)

SITE JUSTIFICATION

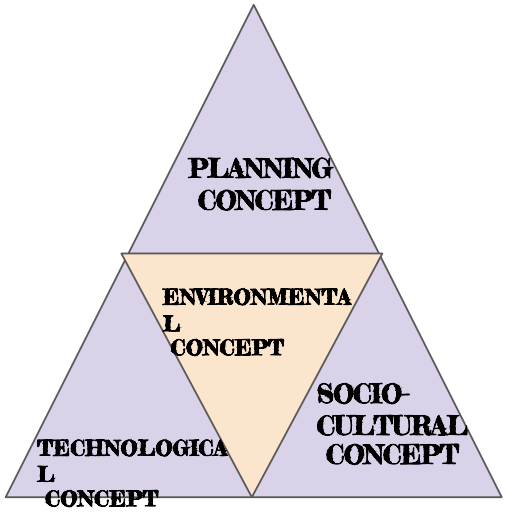


THE SITE IS LOCATED IN KENYATTA UNIVERSITY AND IS NEAR THE POST MODERN LIBRARY AND THE CENTRAL ADMINISTRATION BUILDING.
THE SITE HAS AN AREA OF APPROXIMATELY 2,790 SQM.

WHAT MAKES THE SITE SUITABLE?

- IT IS EASILY ACCESSIBLE- IT IS BORDERED BY MAIN ROADS AND FOOTPATHS.
- IT IS STRATEGICALLY LOCATED WHERE STUDENTS AND MEMBERS OF STAFF CAN EASILY ACCESS IT.
- THE SITE IS RELATIVELY FLAT HENCE MAKING CONSTRUCTION TO BE RELATIVELY EASY.
- THE SITE HAS GOOD VIEWS TO THE SURROUNDING NEIGHBORHOOD.

CONCEPT



CONCEPTUAL TRIANGLE

. PLANNING CONCEPT- INTERCONNECTIVITY

PACES SHOULD FLOW PHYSICALLY, VISUALLY
ND SOCIALLY SO THAT THE USERS
XPERIENCE THE HUB AS A NETWORK OF
INKED FUNCTIONS RATHER THAN ISOLATED
OOMS.

ISUAL CONNECTIVITY WILL BE ACHIEVED
HROUGH: GLASS PARTITIONS
OPEN EDGES
LARGE WINDOWS
A COURTYARD

HYCHOLOGICAL CONNECTIVITY IS TO BE
CHIEVED THROUGH REPETITION OF
ATERIALS/ COLOUR PALLETES TO TIE THE
PACES TOGETHER

PATIAL CONNECTIVITY IS TO BE ACHIEVED
SING OPEN PLAN LAYOUTS WITH MINIMAL
ARRIERS



2. TECHNOLOGICAL CONCEPT- HIGH PERFORMANCE BUILDING ENVELOPE

THE SKIN OF THE BUILDING SHOULD ACTIVELY REGULATE HEAT, LIGHT, VENTILATION AND ENERGY EFFICIENCY WHILE EXPRESSING TECHNOLOGY VISUALLY.

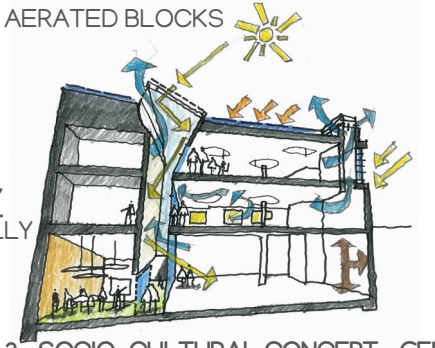
THIS CAN BE ACHIEVED BY:

CLIMATE RESPONSIVE FACADE- SHADING FINS

GLAZING STRATEGY- LOW e DOUBLE GLAZING

MATERIAL PERFORMANCE -HIGH THERMAL MASS WALLS

-INSULATED PANELS/ AERATED BLOCKS



3. SOCIO-CULTURAL CONCEPT- GENIUS LOCI

DESIGN SHOULD BE ROOTED IN CULTURAL/ SOCIAL AND HISTORICAL CONTEXT MAKING STUDENTS FEEL LIKE IT BELONGS TO THEIR IDENTITY

IINCLUSIVITY AS CULTUREIS ACHIEVABLE BY:

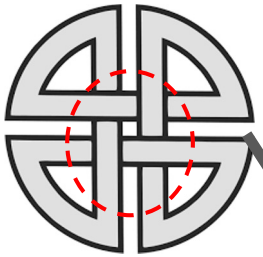
HAVING UNIVERSAL ACCESSIBILY, GENDER INCLUSIVE DESIGN AND MULTI-FAITH MEDITATION ROOMs.

4. ENVIRONMENTAL CONCEPT- ECO-CONSCIOUSNESS

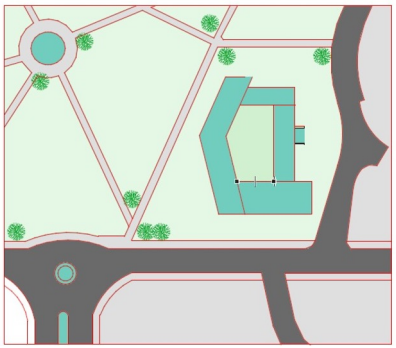
DESIGN SHOULD REDUCE ENVIRONMENTAL IMPACT, CELEBRATE NATURE AND TEACH SUSTAINABILITY THROUGH DESIGN.

INTEGRATING GREENERY- GREEN WALL
-PLANTERS
-GREEN ROOFS/ TERRACE

FORM DEVELOPMENT



THE FORM IS INSPIRED BY A SHIELD KNOT WHICH IS A SYMBOL OF AN ENDLESS KNOT



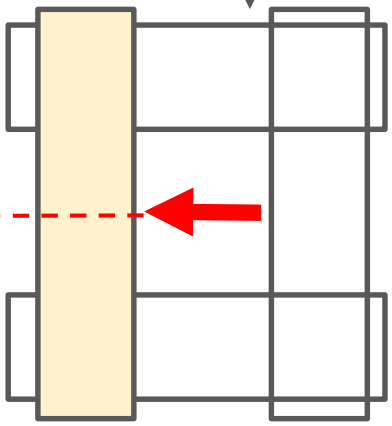
FINAL LAYOUT OF THE FORM

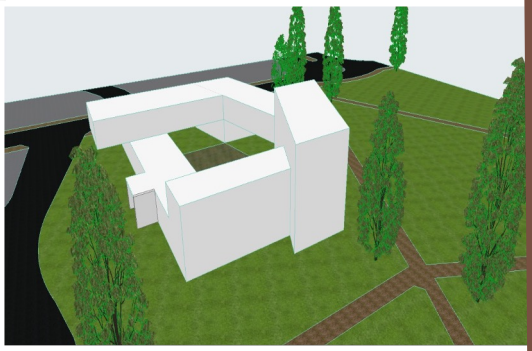
THE POINT OF INTERSECTION IS THE POINT OF INTEREST IN MY DESIGN

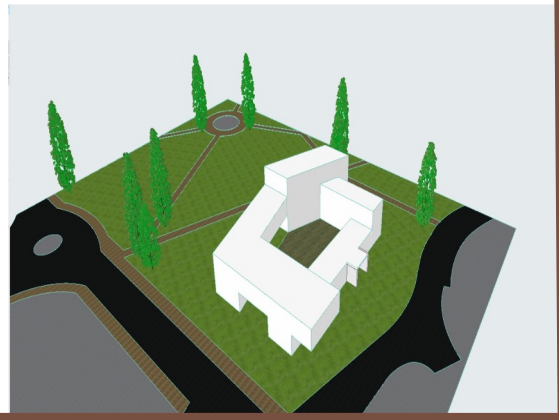


3D LAYOUT OF THE FORM

A FORCE ACTING TOWARDS THE HIGHLIGHTED RECTANGLE CREATES A BEND AT THE FAULT LINE



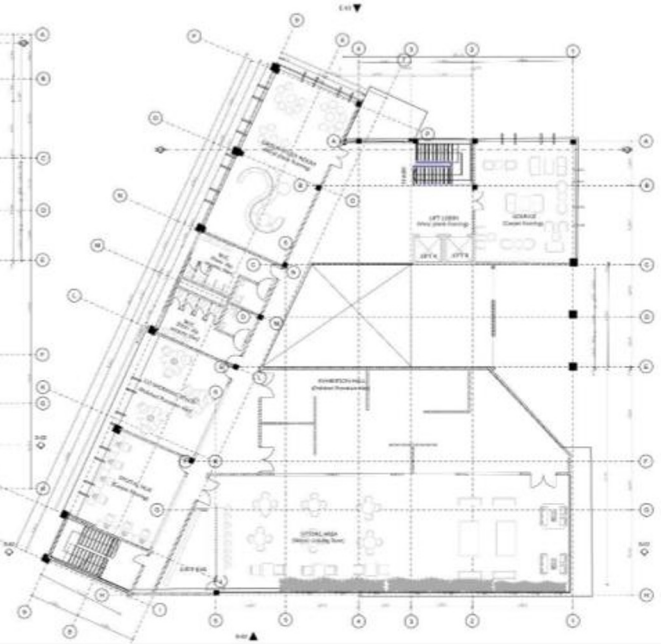




GROUND FLOOR

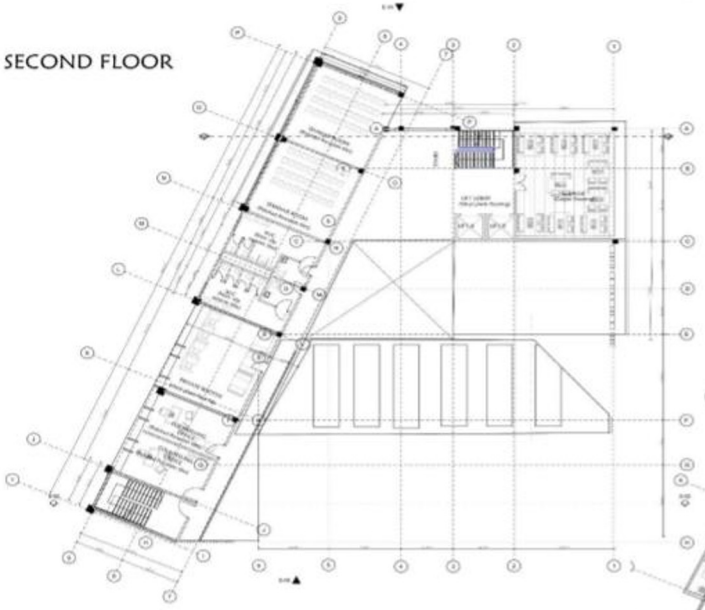


FIRST FLOOR

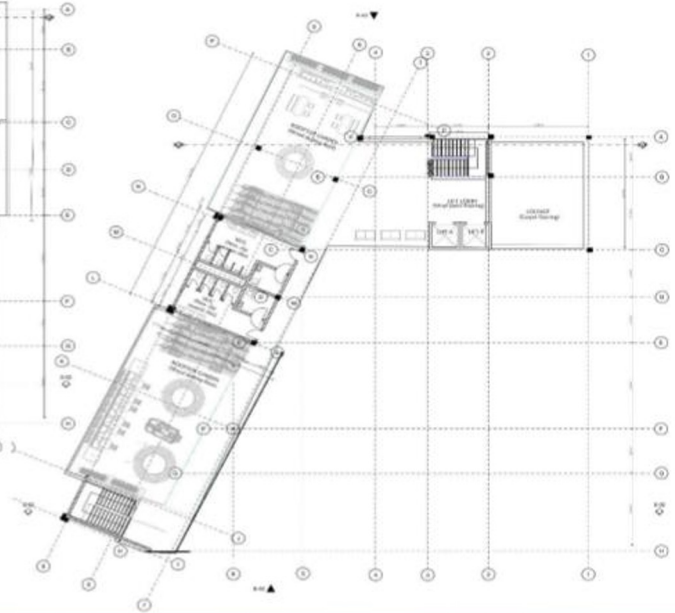


FLOOR PLAN LAYOUTS

SECOND FLOOR

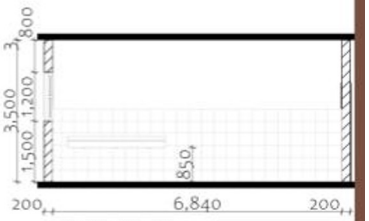


THIRD FLOOR

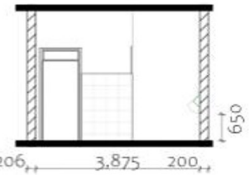


WORKING DRAWINGS

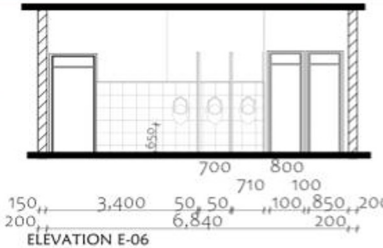
MENS WCs WORKING DRAWINGS



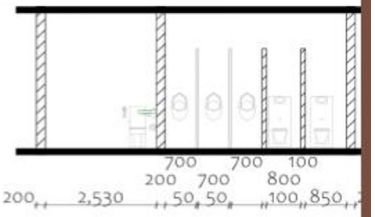
ELEVATION E-07
SCALE 1:50



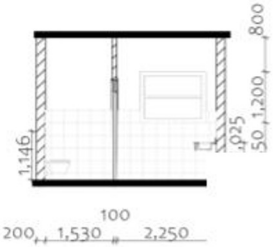
ELEVATION E-09
SCALE 1:50



ELEVATION E-06
SCALE 1:50



SECTION S-03
SCALE 1:50



ELEVATION E-08
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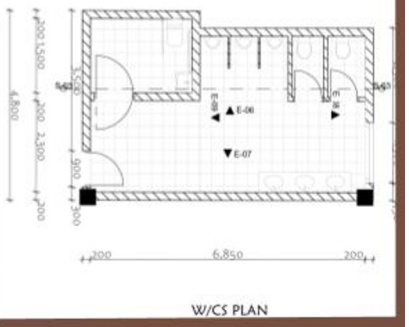
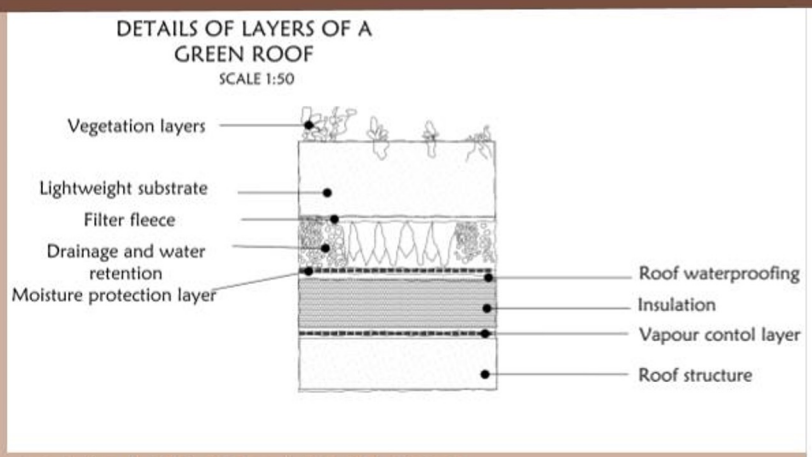
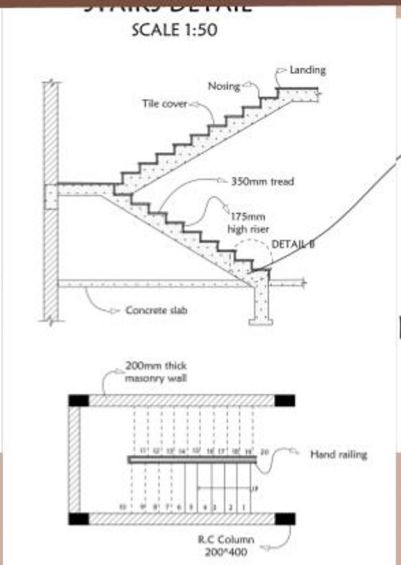
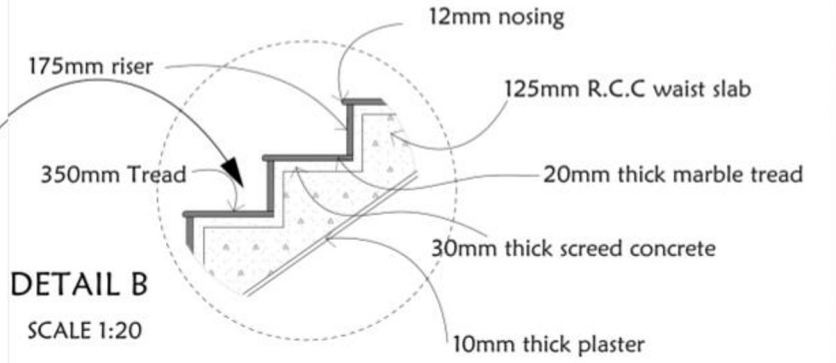


W/CS PLAN



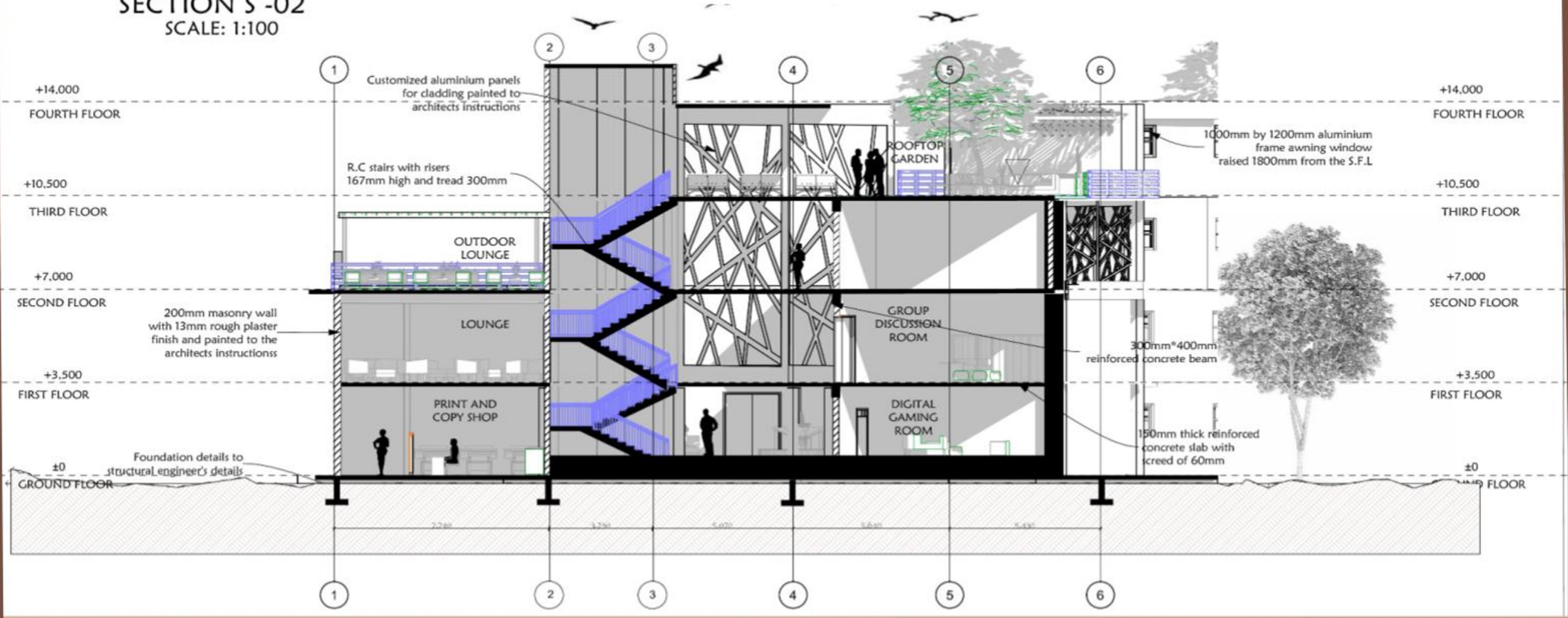




DETAIL DRAWINGS

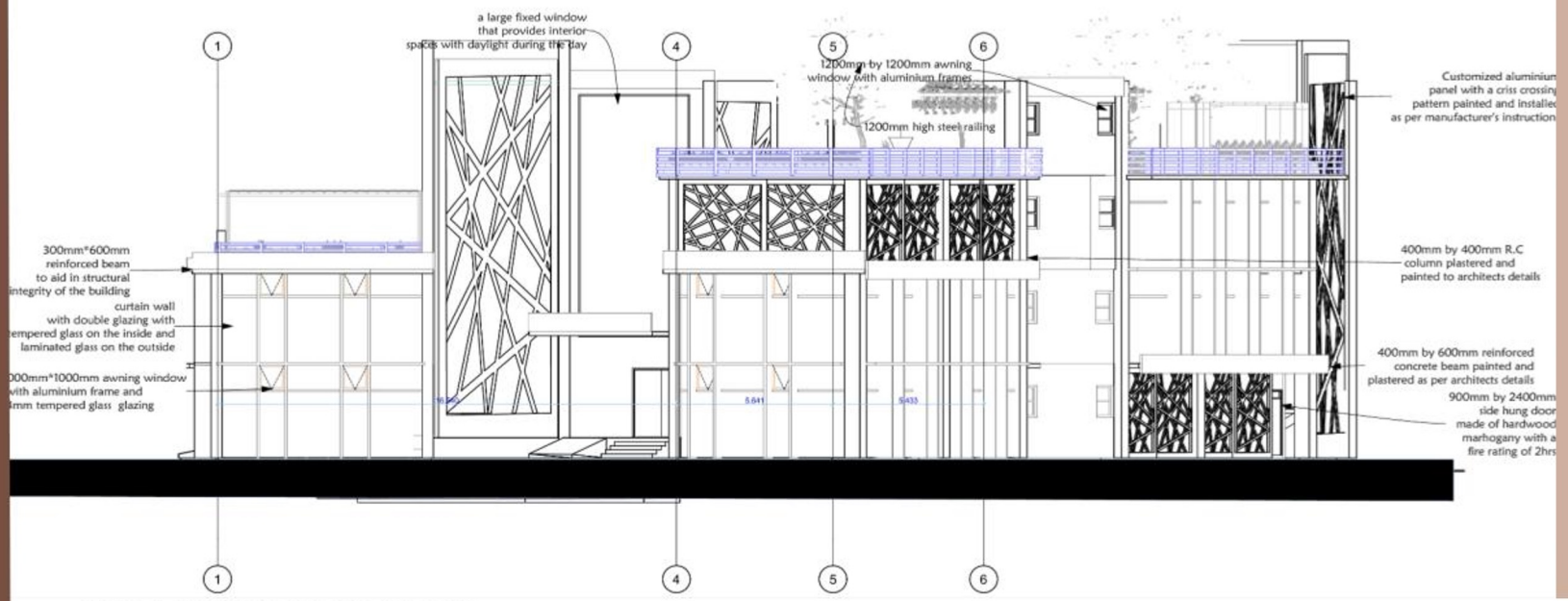
STAIRS PLAN
SCALE 1:50

WORKING SECTION



NORTH ELEVATION(E-03)

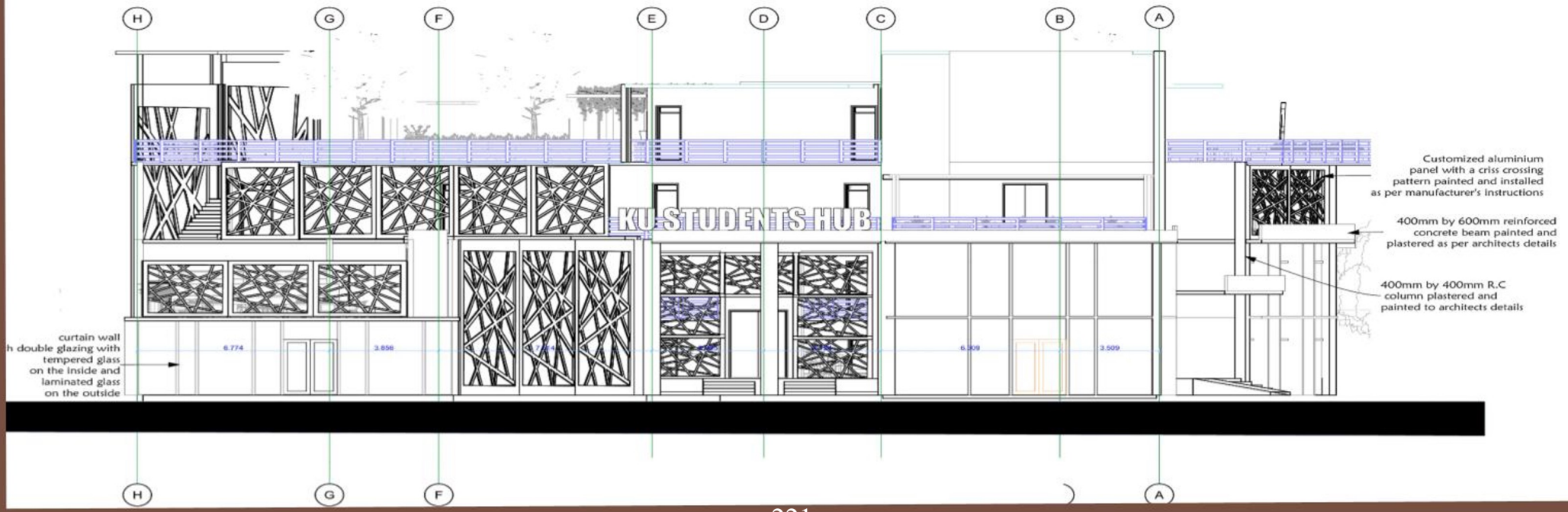
SCALE: 1:100



WORKING ELEVATIONS

EAST ELEVATION (E-05)

SCALE: 1:100













EXTERIOR 3D PERSPECTIVES

DIGITAL 3D MODEL (MARQUETTE)













INTERIOR PERSPECTIVES









INSTITUTION:
Department of Architecture and Interior Design (DAID) School of Engineering and Architecture (SEA), Kenyatta University
EMAIL:
joanne.bbt18@gmail.com

Joanne Wambui Thimba

BIOGRAPHY

Joanne Thimba is a 4th architecture student in a 6-year program with a strong interest in urban design, particularly in integrating modern technologies with local, sustainable and nature-based strategies. She previously interned at F&M Construction and Consulting Firm under a licensed architect, gaining experience in technical drawing, research, presentation, site inspection, and report writing. Joanne has also demonstrated leadership as Finance Secretary of the Architecture Students Association (ASA) Council. She is a member of the Architects Association of Kenya (AAK) and Women in Real Estate (WIRE), and is particularly interested in the role of artificial intelligence in architectural learning and design.

BRIEF ANALYSIS

PROJECT OVERVIEW

Project:Design of a ***multifunctional Student Hub*** **Client**: Kenyatta University
Target Users: University Students (Main user)
Staff (Cooks,cleaners etc) Visitors (Guest speakers,alumni etc)
Design Priorities: Inclusivity, Flexibility,Sustainability,Community,Context

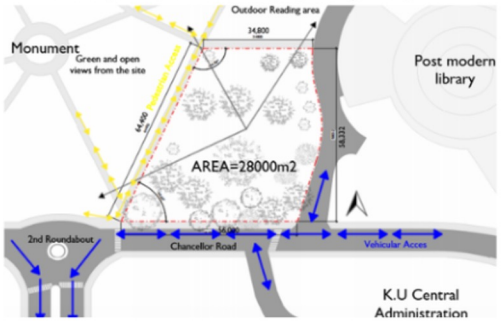
SITE SELECTION



Thesiteis located inKenyatta University
↓
SouthWest of the Post Modern Library
↓
A corner plot near the second roundabout

SITE JUSTIFICATION

The site is suitableforaStudentHubbecauseofthefollowingreasons;



1.**Suitable Location**;~Site is on the education zone of Kenyatta University which has high traffic of students coming to class.
~Lack of diverse student activities and recreational facilities on this side of the university makes the location perfect to introduce a student hub.
~Presence of Retaining wall indicates reclaimed land to obtain a relatively flat topography which is easier to design and organize spaces

2.**Open Space**;~The site has no immediate buildings or structures bordering it allowing for diverse design and freedom in use of space. Also well ventilated and lit.
~Good views both out of the site and into the site especially towards the West of the site.The size of plot is also suitable and suficient for activities specified.

3.**Accessibility**;The site has footpaths on the North and West side and a Tarmac road on the South and East allowing for both pedestrian and vehicular access as well as easy servicing.

HIERARCHY OF SPACES

Most noisy space ↓ Most quiet space ↓ Most public space

NOISE GRADIENT	PRIVACY GRADIENT
Outdoor Recreational Areas Karaoke Room	Outdoor Recreational Areas Reception Area
Gaming Lounge	Waiting Area
Restaurant and Cafe'	Student Services and info Restaurant and
Area Markerspace	Cafe' Area
Multipurpose Hall	Multipurpose Hall
Conference room	Outdoor Lounge
Outdoor Lounge	Space Movie Room
Space Reception Area	Karaoke Room
Counselling Room	Conference Room
Access Points Alumni	Counselling Room
Lounge Group Study	Group Study Area
Area Exhibition Space	Exhibition Space
Indoor chill lounge	Indoor chill lounge
Outdoor Study Area	Outdoor Study Area
Digital Hub Movie	Markerspace VR
Room Staff	Room Digital Hub
office/Admin Area	Consultation Room
Consultation Room	Staff office/Admin Area
Prayer and Reflection	Prayer and Reflection
Private Study	Private Study

FUNCTIONAL DICTIONARY

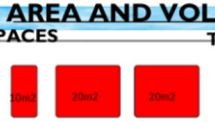
MAIN SPACE	SUB-SPACES	CAPACITY	REMARKS
Arrival and info Space	Reception Waiting Area Student Services and Info Centre	2 10 10	Open and welcoming spaces
Event Spaces	Multifunctional Hall Conference Rooms	150 50	Well ventilated Spaces with adequate spaces
Display Areas	Exhibition Space Display Areas	30 5	Controlled lighting and well maintained
Study Areas	Private Study Area Co-working Space Outdoor Study Area	30 30 70	Naturally lit, well ventilated organised spaces
Digital Hub	Computer Lab 3D Printing Lab VR Room	20 10 10	High security well maintained spaces
Marker space	Art Studio Space Craft workspace	10 20	Open, well ventilated and Naturally lit spaces

MAIN SPACE	SUB-SPACES	CAPACITY	REMARKS
Wellness Space	Consultation Rooms Counselling Rooms Prayer and Reflection Space	2 20 10	Calm well lit easily accessible spaces
Eatery Space	Restaurant Cafe' and Bakery Oudoor Eating Area	50 30 20	Well ventilated and organised spaces
Indoor Recreational Space	Movie Screening Room Karaoke Room Gaming Lounge	30 10 45	Well lit and ventilated spaces(some soundproof)
Outdoor Recreational Space	Mini Golf course,Giant bowling, Giant Jenga,Target football	VARIES	Open Well organised multifunctional space
Service Areas	Admin Offices Kitchen Washrooms Circulation	4 3 10 -	Well ventillated and serviced areas (kitchen requires parking)

AREA AND VOLUME ANALYSIS

CLUSTER 1:ARRIVALAND INFOSPACES TA=40m²

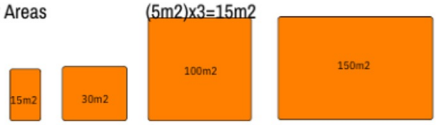
Space	Area
Reception	20m2
Waiting Area	20m2
Student Services and Info centre	10m2

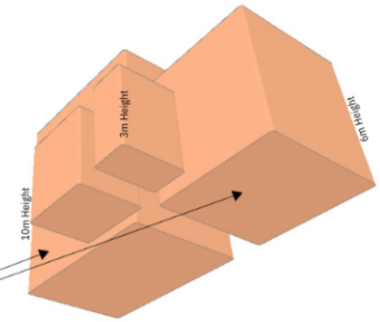




CLUSTER2:EVENTANDDISPALY SPACES TA=295m2

Space	Area
MultipurposeHall	150m2
Conference Room	30m2
Exhibition Hall	100m2
Display Areas	(5m2)x3=15m2

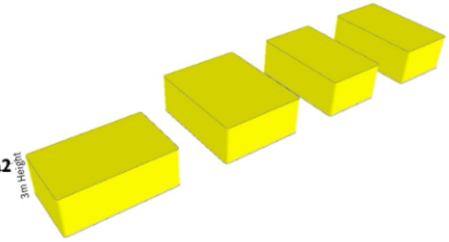




CLUSTER 3: CORE-LEARNING AREAS TA=260m2

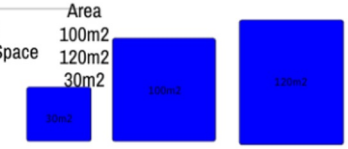
Space	Area
Private Study Area	60m2
Group Discussion	(30m2)x2=60m2
Rooms Marker Space	80m2
DigitalHub	60m2

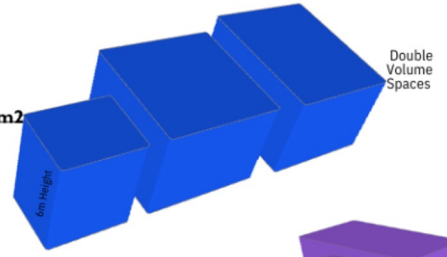




CLUSTER 4: SOCIALIZING SPACES TA=250m2

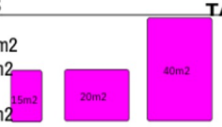
Space	Area
Restaurant and Cafe'	100m2
Indoor Recreational Space	120m2
Social Lounge	30m2

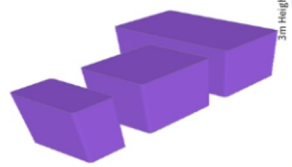




CLUSTER 5: WELLNESS SPACES TA=75m2

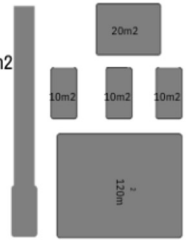
Space	Area
Consultation Rooms	(7.5m2)x2=15m2
Counselling Rooms	(20m2)x2=40m2
Prayer andReflectionSpaces	(10m2)x2=20m2





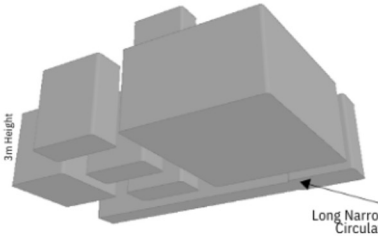
CLUSTER6:SERVICEAREAS TA=180m2

Space	Area
Kitchen	20m2
AdminOffice	10m2
Washrooms	(30m2)x4=120m2
StorageAreas	10m2
VerticalCirculation	10m2
HorizontalCirculation	2mxVariable



CLUSTER 7: OUTDOOR SPACES

Space	Area
OutdoorStudyArea	VARIABLE
OutdoorWellnessGarden	
Outdoor EaterySpace	
Outdoor Social Lounge	
Outdoor RecreationalArea	
Outdoor Amphitheatre	



TOTAL AREA=1100m2
GROUND COVERAGE: 60% PLOT 60%x2800=1680m2
RATIO: 1.7 1.7x2800=4760m2

CONCEPT DEVELOPMENT

DESIGN PHILOSOPHY

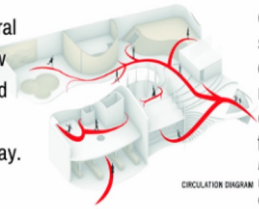
The main philosophy forthisdesignofthestudenthub is
PHILOSOPHYOF FLUX
This means to flow, grow and continue moving, never ending;



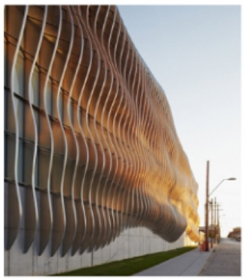
The Philosophy of Flux is the main concept behind the student hub design. It represents movement, change, and continuity, reflecting the dynamic nature of student life as people, ideas, and activities constantly flow through the campus. Through its flowing form and adaptable spaces, the building reflects growth, interaction, and the evolving experiences of students.

This will be achieved through:

1.Spatial Organisation ~Fluid circulation paths inspired by natural movement patterns. ~Spaces flow into one another with minimal rigid boundaries. ~Flexible zones that change function throughout the day.



2. Facade Expression ~Curved and continuous façade lines expressing movement ~Layered or rippled elements to show transformation. ~Screens/shading devices arranged in gradients or waves.





3. Materiality ~Seamless surfaces ~Evolving natural materials.

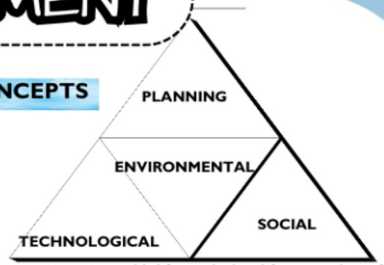


4. Landscape Integration
~Terraced landscape that blends with the form
~Indoor outdoor continuity
~Flowing landscape design
~Curved landscape paths



5. Form Development
~Soft, organic massing inspired by waves, rivers, and dunes

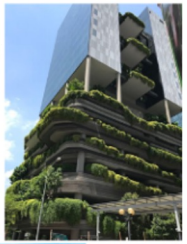
CONCEPTS



PLANNING CONCEPT ; Initial form derived from zoning of spaces and the site boundaries which ensures contextual fit.

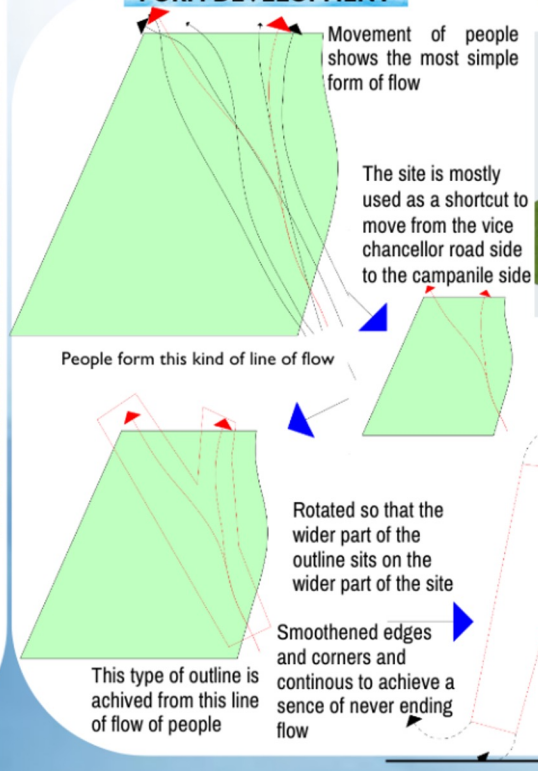
SOCIAL CONCEPT ; Spaces flow and connect which encourage interaction and community while lexible zones adapt to changing social needs, reflecting Flux

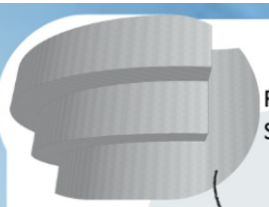
TECHNOLOGICAL CONCEPT ; Integration of **modern construction techniques** such as use of advanced precast concrete, Shading elements designed to match and respond to the context effectively. Cantilivered design to allow free flowing spaces.



ENVIRONMENTAL CONCEPT ; The design is to respond to its environment, using curved forms to channel natural ventilation, maximize daylight, and integrate green terraces, creating a sustainable and adaptive architecture in line with the Flux philosophy

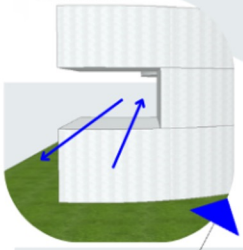
FORM DEVELOPMENT



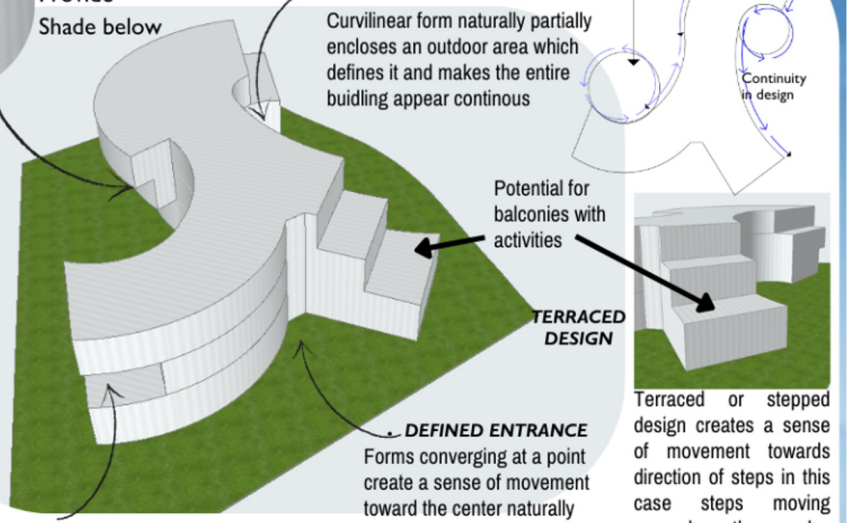


Provide Shade below

- ***CANTILEVERED SPACES***
A cantilever as floors go up allow for more spaces inside while reducing floor coverage while movement and flow of people below.They also act as horizontl sunshading for floors below



- ***OPEN FREE FLOWING SPACES***
Incorporate open free flowing spaces that allow cross ventilation,cross views and natural lighting into the spaces, allowing for spaces that can both be outside while still inside



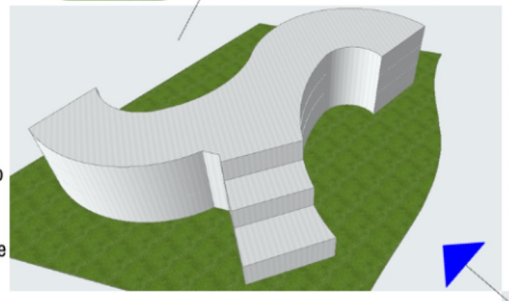
- ***DEFINED OUTDOOR SPACE***
Curvilinear form naturally partially encloses an outdoor area which defines it and makes the entire buidling appear continous

Potential for balconies with activities

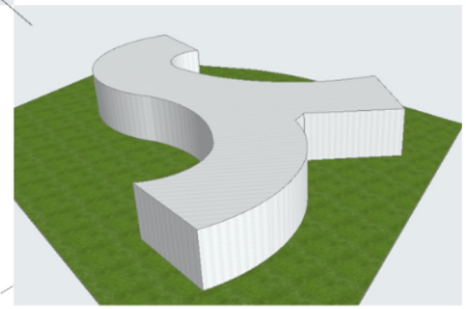
TERRACED DESIGN

Terraced or stepped design creates a sense of movement towards direction of steps in this case steps moving upwards they also create spaces for terraces to naturally fit allowing indoor activities in those spaces to flow outside

- ***DEFINED ENTRANCE***
Forms converging at a point create a sense of movement toward the center naturally defining an entrance area



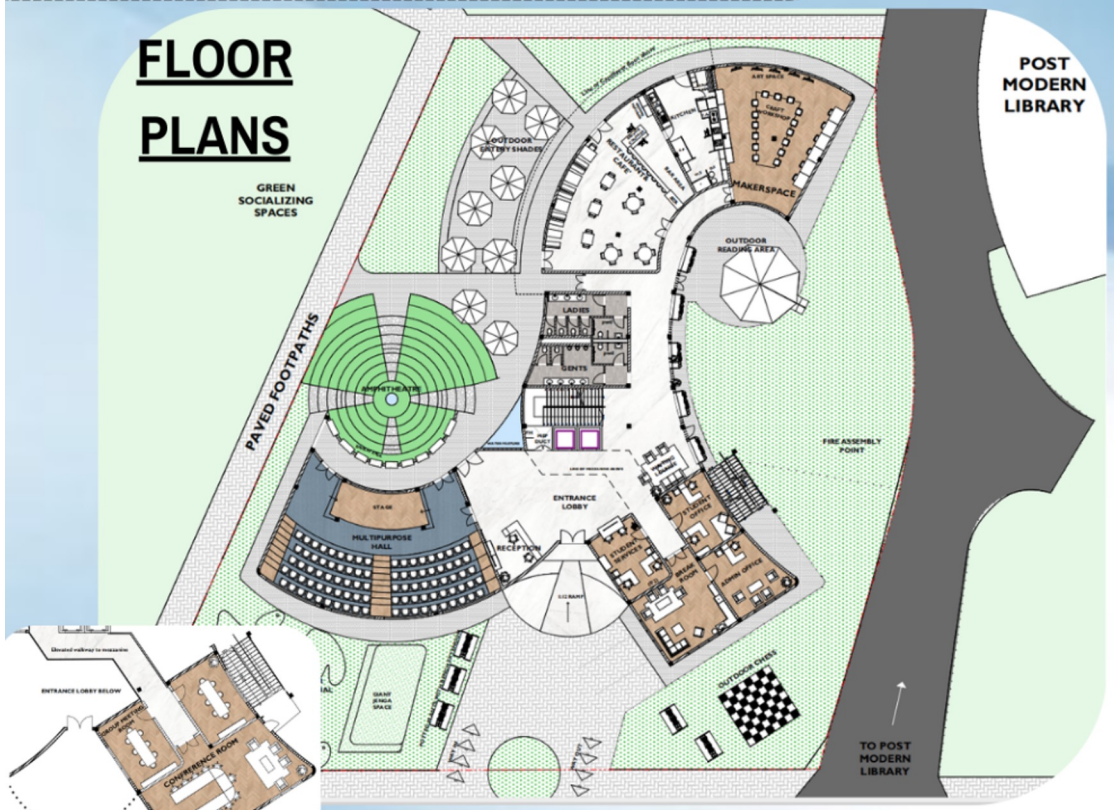
Adjust floor levels as you go up to have a sense of depth and overhangs incoporate cantilevers as well as clear open area to have flow from one side to the other both visually and naturally for lighting and ventilation
While moving up step the volumwes to achive a sense of movement upwards and avoid flat facades



Align some edges to the line of the site boundaries to ensure smooth flow with the context then stack the same form upwards

PRESENTATION DRAWINGS

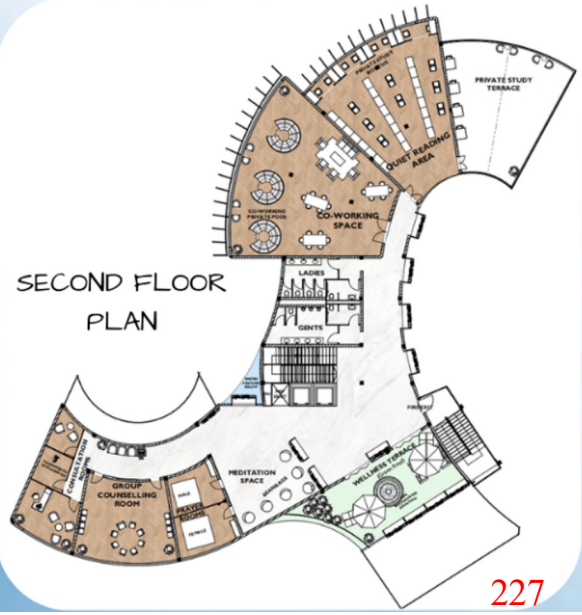
FLOOR PLANS



MEZZANINE FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

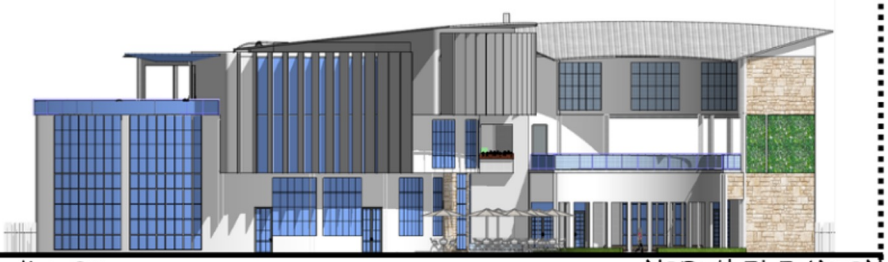
ELEVATIONS



Elevation-01 SOUTH ELEVATON



Elevation-02 WEST ELEVATON



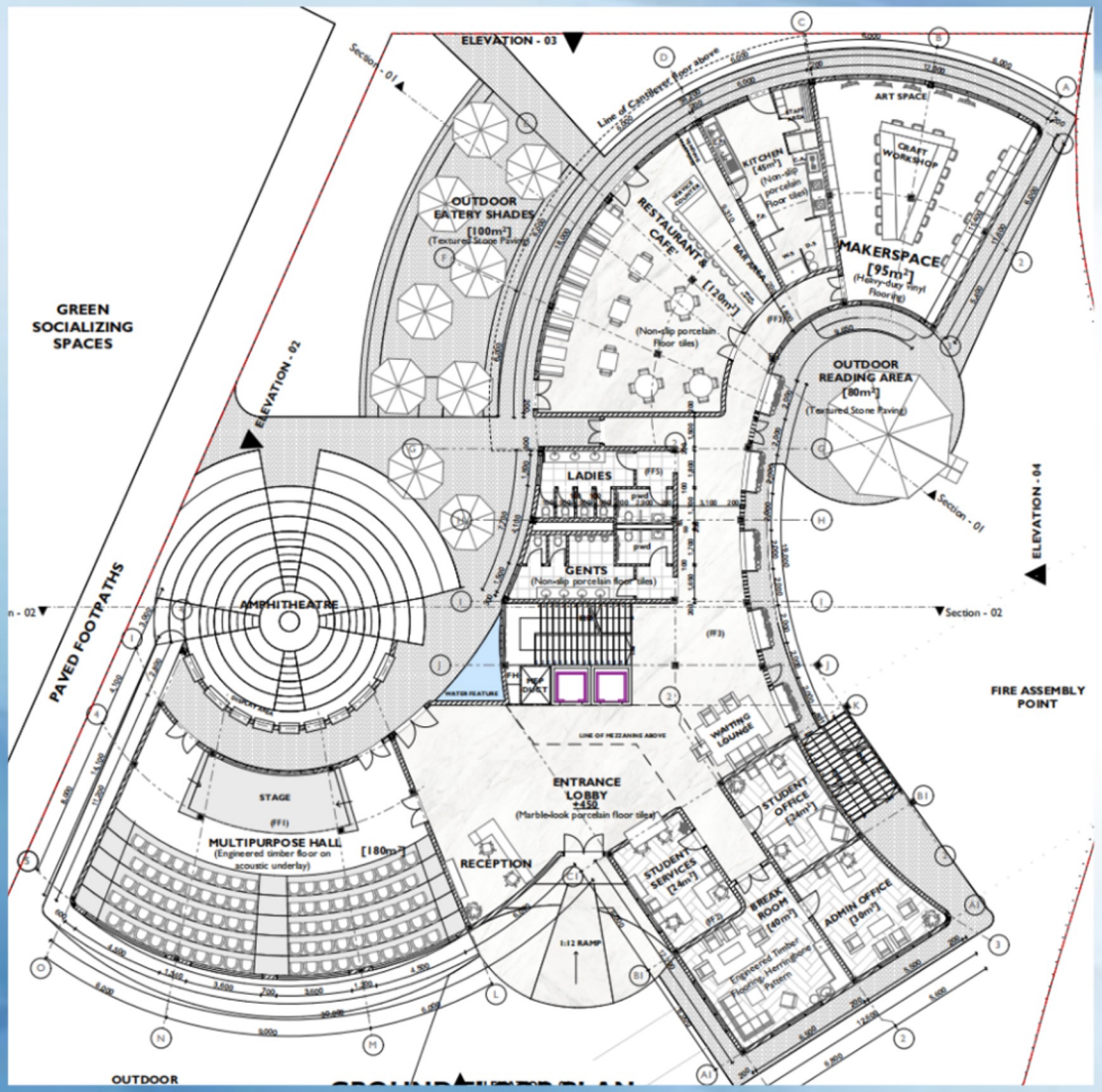
Elevation-03 NORTH ELEVATON



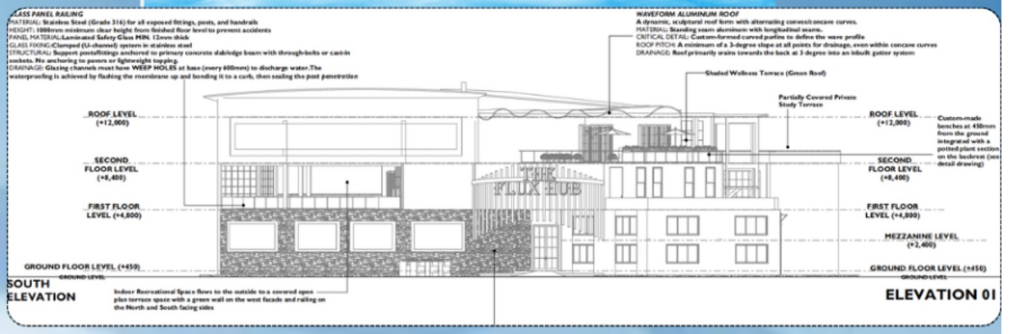
Elevation-04 EAST ELEVATON

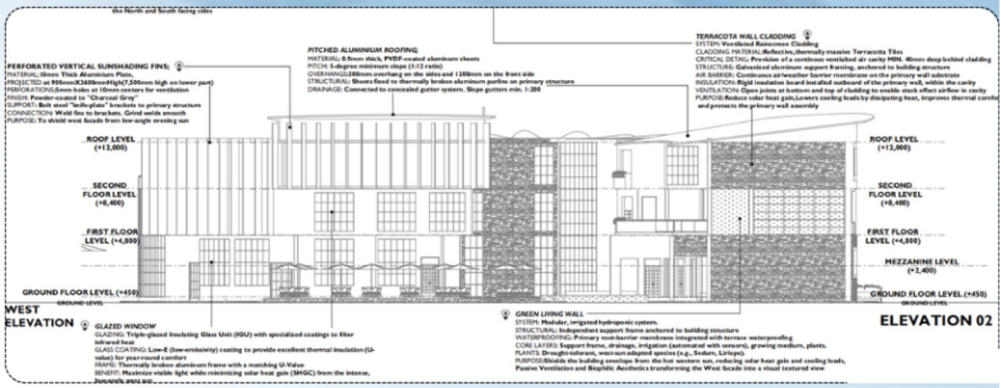
WORKING DRAWINGS

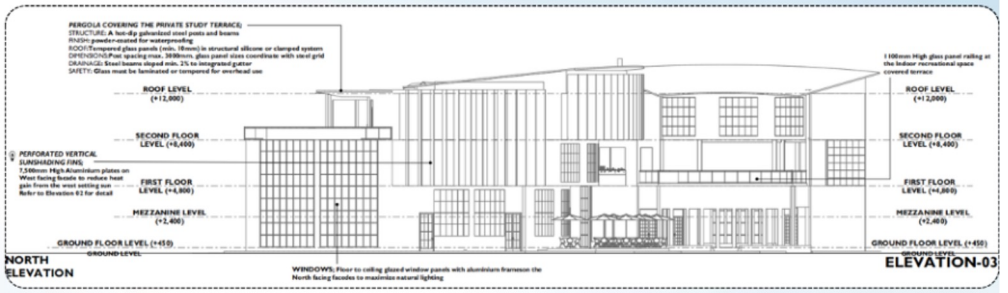
GROUNDFLOOR PLAN

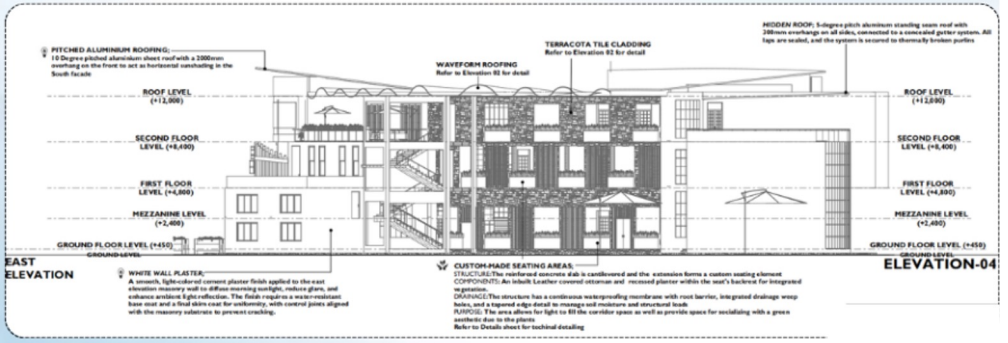


ELEVATIONS









SECTIONS AND DETAILS

- ***VERTICAL SUNSHADING FINS***

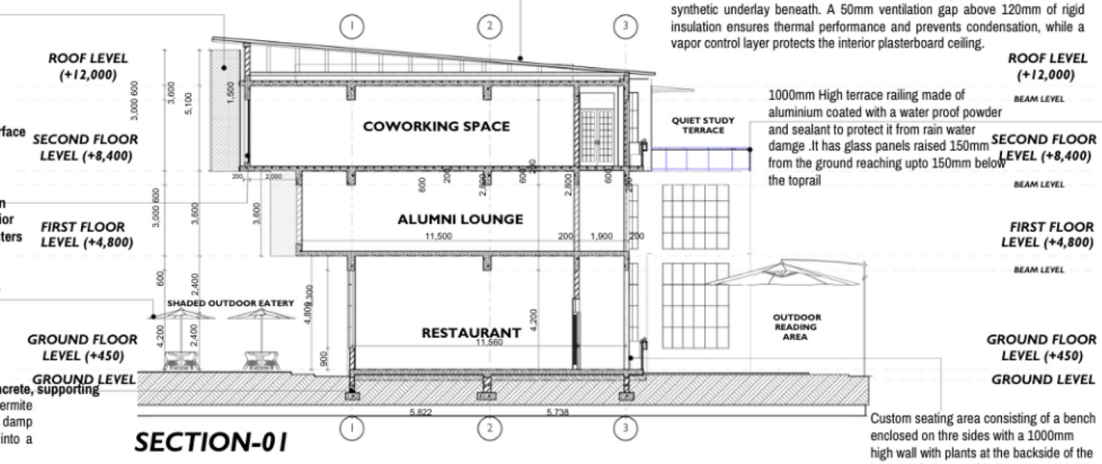
MATERIALAND PERFORATIONS:**The vertical shading fins are 6mm aluminum plates with 5mm perforations at 10mm centers (40% open area) for ventilation and sun shading.** CONECTIONS:**They connect via galvanized steel knife-plate brackets bolted to the slab edge with chemical anchors and are continuously welded to the brackets with ground-smooth finishes.** FINISH:**The fins receive a charcoal grey powder-coated finish with stainless steel fixings for corrosion resistance.**

- ***WEST FACADE WINDOWS***

GLAZING:**triple-glazedinsulating glass units with low-e coating on surface** FRAME: **thermally broken aluminum profile with thermal barrier and powder-coated finish** BRACKETS: **stainless steel brackets at 600mm centers** FIXINGS: **stainless steel bolts anchored to concrete with chemical anchors** SEALANT : **weatherproof silicone, tooled smooth on the extrior and vapor-tight tape integrated with air barrier on the interior** SILL: **aluminum sub-sill with end dams and weep holes at 600mm centers**

- ***STRIP FOUNDATION***

Thefoundation consists of a reinforced concrete strip footing on blinding concrete, supporting a ground beam. The void is filled with compacted hardcore and sand blinding. A termite barrier is applied externally. A 150mm reinforced concrete slab with an integral damp proof membrane (DPM) is cast over insulation, finished with screed, and tied into a continuous damp proof course (DPC) at the wall base.

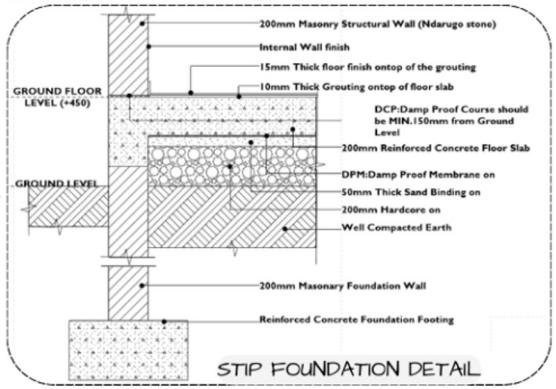


SECTION-01

The 5-degree pitched aluminum roof assembly consists of aluminum standing seam sheets fixed with concealed stainless steel clips to steel purlins, with a synthetic underlay beneath. A 50mm ventilation gap above 120mm of rigid insulation ensures thermal performance and prevents condensation, while a vapor control layer protects the interior plasterboard ceiling.

1000mm High terrace railing made of aluminium coated with a water proof powder and sealant to protect it from rain water damge .It has glass panels raised 150mm from the ground reaching upto 150mm below the toprail

Custom seating area consisting of a bench enclosed on thre sides with a 1000mm high wall with plants at the backside of the backrest facing outside incorporated into an inbuilt self watering planter

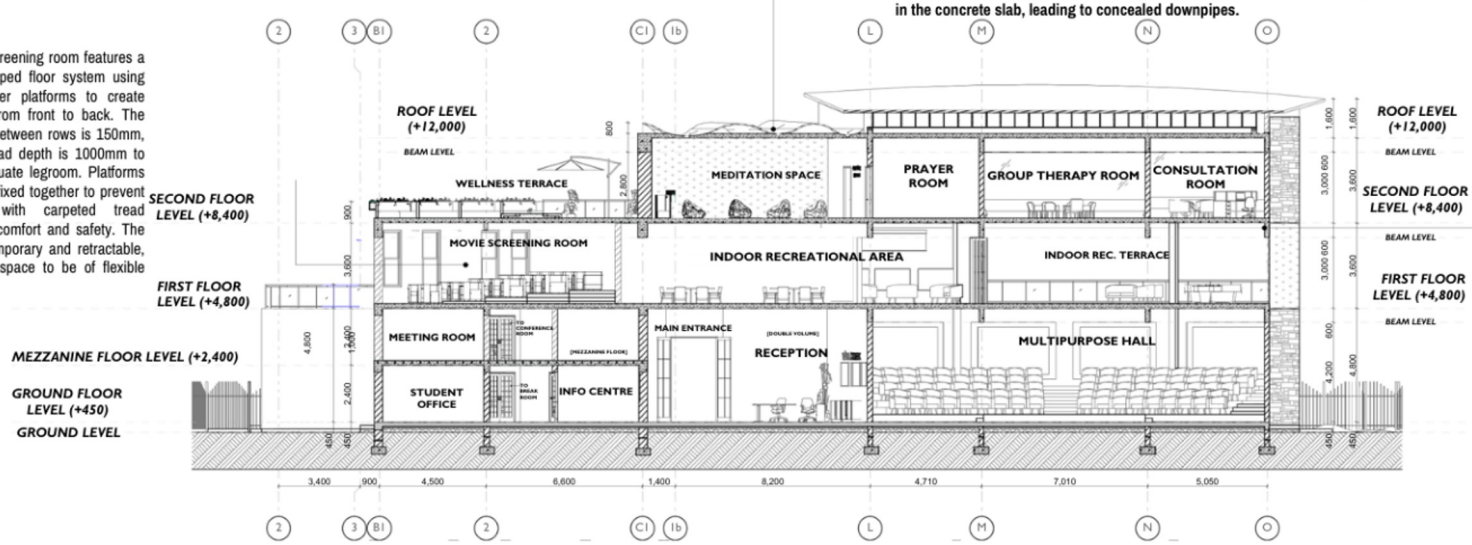


STIP FOUNDATION DETAIL

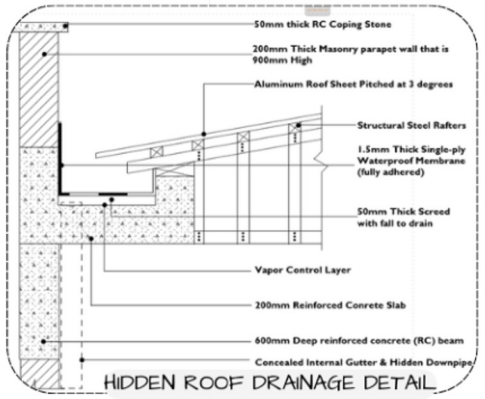
WAVEFORM ROOF

MATERIAL: **0.9mm thick standing seam aluminum waveform roof is** SUPPORT **by curved steel purlins, maintaining a minimum 3-degree slope for drainage.** DRAINAGE:**Water flows to low points at each concave valley, where primary drains connect through the assembly into pipes embedded in the concrete slab, leading to concealed downpipes.**

The movie screening room features a terraced stepped floor system using stacked timber platforms to create rising rows from front to back. The vertical rise between rows is 150mm, and each tread depth is 1000mm to provide adequate legroom. Platforms are securely fixed together to prevent movement, with carpeted tread surfaces for comfort and safety. The system is temporary and retractable, allowing the space to be of flexible use



SECTION-02

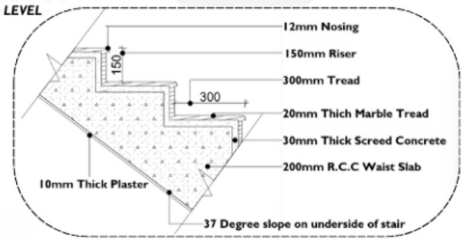


HIDDEN ROOF DRAINAGE DETAIL

RC BEAMS

The600mm deep reinforced concrete beams are designed to accommodate large spans created by the curvilinear structural grid, providing necessary stiffness and load-bearing capacity while controlling deflection
over long distances. Constructed with grade 25 concrete and high-yield deformed reinforcement bars (fy = 460MPa) REINFORCEMENT: includes main tension bars at bottom, top bars over supports, and closely spaced stirrups for shear resistance

STAIR DETAIL



3D VIEWS

Main entrance Canopy Design and Signage





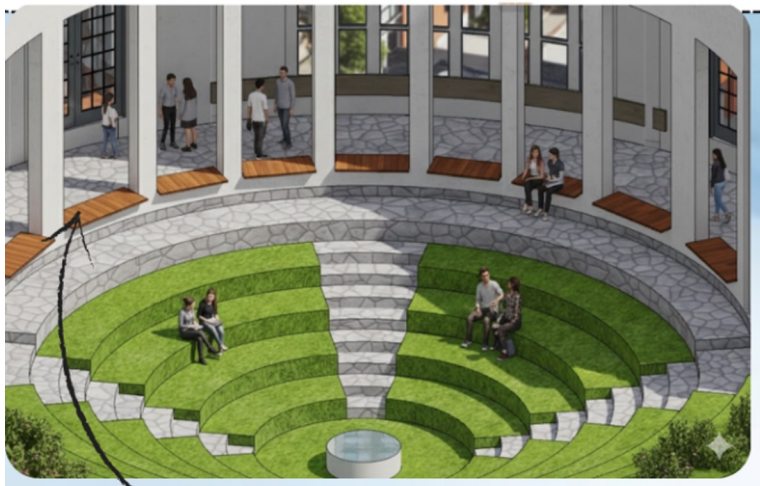


View from the Post Modern Library showing the Vertical sunshading fins



View of the Cantilevered floors from the outdoor eatery below

3D VIEWS



Outdoor amphitheatre with inbuilt benches and display areas

Double volume Entrance lobby with mezzanine floor above



View of the Vertical sunshading fins





Custom Built seating

Double volume MulitiPupose Hall



Alumni Lounge



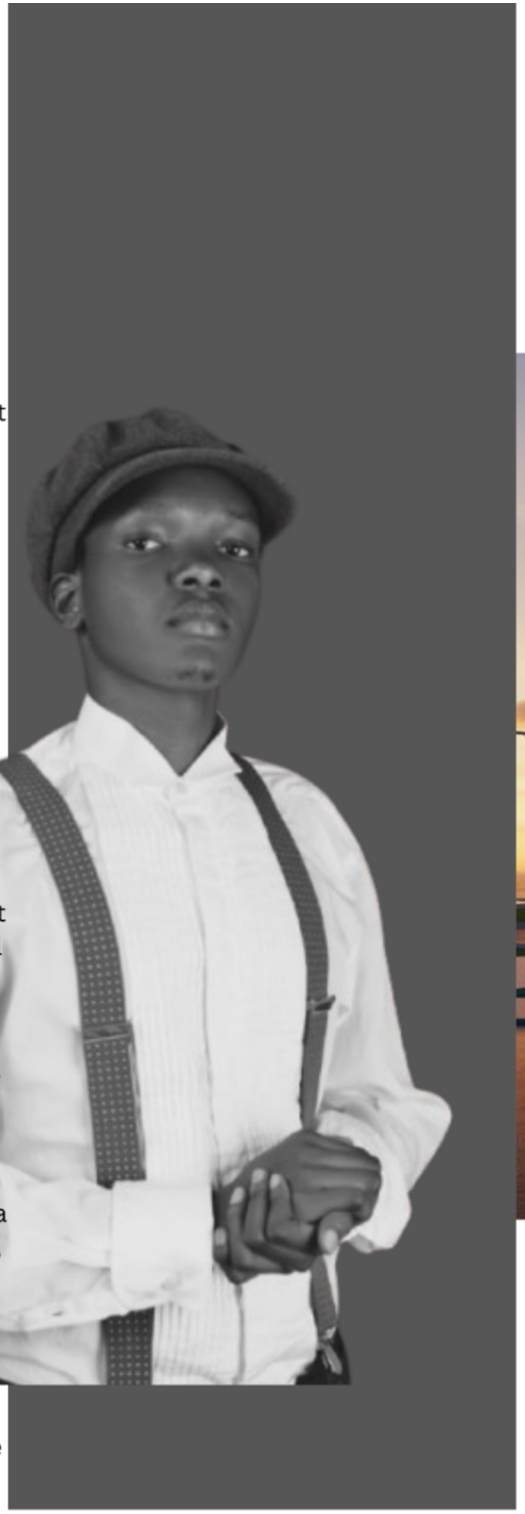
ALFA

MUME

Alfa Mume is an architecture student at Kenyatta University whose work explores how architecture can capture the spirit of its place and time. Guided by the belief that buildings are cultural expressions of the eras that produce them, he approaches design as both a spatial and intellectual pursuit, one that balances human experience, environmental awareness, and bold formal exploration. His work seeks to challenge conventional architectural thinking while creating spaces that remain deeply responsive to their context.

Through internships at UI Architects in Westlands and Dessein Design Studio in Kileleshwa, he developed hands-on experience in construction and professional design practice, gaining insight into the process through which conceptual ideas evolve into built form.

His Student Centre proposal for Kenyatta University embodies his design philosophy through the concept of “The World Upside Down.” The project reimagines traditional architectural hierarchies by inverting structural mass and spatial order, creating a dynamic landmark that reflects the energy, experimentation, and cultural shifts of contemporary university life. In doing so, the design positions architecture not merely as shelter, but as a bold statement of its time, an exploration of how form, structure, and imagination can reshape the way people gather, learn, and experience space.



“

His student centre proposal for kenyatta university embodies his design philosophy through the concept of

“THE WORLD UPSIDE DOWN”



KENYATTA UNIVERSITY

SCHOOL OF ARCHITECTURE AND ENGINEERING

alfamume44@gmail.com

EINSTEIN

PHILOSOPHY & CONCEPT

PHILOSOPHY: THE WORLD UPSIDE DOWN

YOUTH WORLDVIEW

THE YOUNG GENERATION DOESN'T JUST INHERIT THE OLD WAYS ,THEY QUESTION, INVERT, AND FLIP THEM



1646 publication of the ballad with a woodcut frontispiece.

INVERTED PYRAMID

REPRESENTS DISRUPTION, RISK, AND "UNSTABLE" BEGINNINGS (YOUTH CHALLENGING NORMS).

PARADOX:

WHAT SEEMS UNSTABLE (INVERTED PYRAMID) *BECOMES STABLE* WHEN JOINED WITH OTHERS → A NEW COLLECTIVE ORDER EMERGES.

ARCHITECTURE METAPHOR

FOUR INVERTED SQUARE PYRAMIDS LEANING INTO EACH OTHER FORM A SOLID, STABLE BASE → SYMBOLIZING COLLABORATION, INNOVATION, AND A NEW BALANCE



FOUR INVERTED PYRAMIDS: EACH COULD REPRESENT A THEME (ACADEMICS, WELLNESS, RECREATION, SOCIAL LIFE).

WHEN PLACED TOGETHER, THEY STABILIZE REFLECTING HOW THE *DIFFERENT ASPECTS OF STUDENT LIFE BALANCE EACH OTHER*

WHEN PLACED TOGETHER, THEY STABILIZE → REFLECTING HOW THE *DIFFERENT ASPECTS OF STUDENT LIFE BALANCE EACH OTHER*



1. **SINGLE INVERTED PYRAMID** = YOUTH WORLDVIEW (UNCONVENTIONAL, RISKY).

2. **FOUR INVERTED PYRAMIDS TOGETHER** = COLLECTIVE YOUTH IDENTITY → STABLE, INNOVATIVE STRUCTURE.

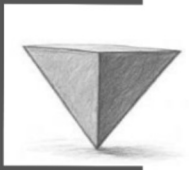
3. **CENTRAL INTERSECTION SPACE** = STUDENT HUB, THE POINT OF CONNECTION AND COMMUNITY

CONCEPT DEVELOPMENT

PARADOX AND BALANCE

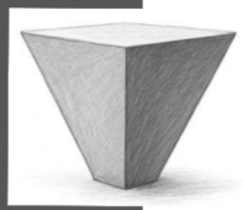


A PYRAMID IS ONE OF THE MOST STABLE GEOMETRIC FORMS



AN INVERTED PYRAMID BECOMES ONE OF THE MOST UNSTABLE SHAPES

TINY BASE AND HIGH CENTER OF GRAVITY
THE NARROW TIP IS NOW THE ONLY POINT TOUCHING THE GROUND.
ALL THE MASS SITS **ABOVE** THIS TINY POINT, MAKING IT EXTREMELY EASY TO TIP OVER.



WIDE BASE: ITS LARGE BASE DISTRIBUTES WEIGHT EVENLY AND LOWERS THE CENTER OF GRAVITY

TRUNCATED INVERTED PYRAMID (FRUSTUM) IS *MORE STABLE*

LARGER CONTACT SURFACE INSTEAD OF BALANCING ON A SINGLE POINT, THE SHAPE NOW SITS ON A **FLAT PLANE**.
THIS WIDER BASE INCREASES SURFACE AREA AND FRICTION → MORE STABILITY.



FLAT SURFACE ON TOP THAT COULD E USED AS SPACE

WHEN PLACED TOGETHER, THEY STABILIZE

BRIEF ANALYSIS

PRIVACY GRADIENT

PRIVATE
- WASHROOMS & SUPPORT SPACES
- STUDENT SERVICES AND INFO CENTE R
- COUNSELING & SUPPORT OFFICE S
- QUIET STUDY ZONE
- RECEPTION & INFO DESK
- WELLNESS ROOM (MEDITATION, ETC.)
- COMPUTER LAB / DIGITAL HUB
- GROUP DISCUSSION ROOMS
- CO-WORKING / STUDY SPACES
- MULTIPURPOSE LOUNGE
- INNOVATION / MAKERSPACE
- EXHIBITION / DISPLAY ZONE
- INDOOR RECREATIONAL AREA
- OUTDOOR RECREATIONAL AREA
- CAFÉ / REFRESHMENT AREA

PUBLIC

SITE DETAILS

CLIENT

KENYATTA UNIVERSITY

LOCATION

KENYATTA UNIVERSITY MAIN CAMPUS

CONTEXT

NEXT TO POST MORDERN LIBRARY

AREA APPROX

3000M2

CRETERIA MATRIX

SPACES	SQ METRES NEEDED	ADJUSTANCY	PUBLIC ACCESS	DAYLIGHT	PRIVACY	PLUMBING	SPECIAL EQUIPMENTS
WASHROOMS & SUPPORT SPACES	80	—	Y	M	H	H	URINAL
STUDENT SERVICES AND INFO CENTE R	40	—	Y	H	L	M	FILE STORAGE COUNTER
COUNSELING & SUPPORT OFFICE S	40	—	Y	H	L	L	ROUND TABLE
QUIET STUDY ZONE	50	—	Y	M	L	L	PARTITIONED DESKS
RECEPTION & INFO DESK	40	—	Y	H	L	M	LOUNGE CHAIRS
WELLNESS ROOM (MEDITATION, ETC.)	40	—	Y	M	H	L	LOUNGE CHAIRS
COMPUTER LAB / DIGITAL HUB	80	—	Y	M	H		ERGONOMIC CHAIRS
GROUP DISCUSSION ROOMS	60	—	Y	H	M	L M	COMPACT TABLE
CO-WORKING / STUDY SPACES	120	—	Y	H	L	H	COMMUNAL TABLES
MULTIPURPOSE LOUNGE	150	—	Y	H	L	L	MODULAR SOFAS
INNOVATION / MAKERSPACE	100	—	Y	H	L		SOLDERINS STATIONS
EXHIBITION / DISPLAY ZONE	60	—	Y	H	L		DISPLAY PANELS
INDOOR RECREATIONAL AREA	100	—	Y	H	L	H	POOL TABLE FOOSBALL
OUTDOOR RECREATIONAL AREA		—	Y	H	L	H H	SHADE TREES PERGOLA
CAFÉ / REFRESHMENT AREA	100	—	Y	H	L		COFFEE MACHINE

LEGEND

- IMMEDIATELY ADJUSCENT
- IMPORTANT ADJUSCENT
- REASONABLY CONVINIENT
- UNIMPORTANT

- IMMEDIATELY ADJUSCENT
- IMPORTANT ADJUSCENT
- REASONABLY CONVINIENT
- UNIMPORTANT

H-HIGH
M- MEDIUM
L-LOW
Y-YES
N-NO
I- IMPORTANT BUT NOT NEEDED

EINSTEIN

SITE JUSTIFICATIONS

- PROXIMITY TO ACADEMIC CORE

  ENSURES MAXIMUM FOOT TRAFFIC FROM STUDENTS MOVING BETWEEN CLASSES AND THE MAIN LIBRARY, CREATING A SEAMLESS ACADEMIC ECOSYSTEM.

- CENTRAL ACCESSIBILITY

  BEING NEXT TO THE POST-MODERN LIBRARY ENSURES THE HUB IS A CENTRAL, NEUTRAL MEETING POINT FOR ALL FACULTIES, ELIMINATING BIAS.

- HIGH VISIBILITY & IDENTITY

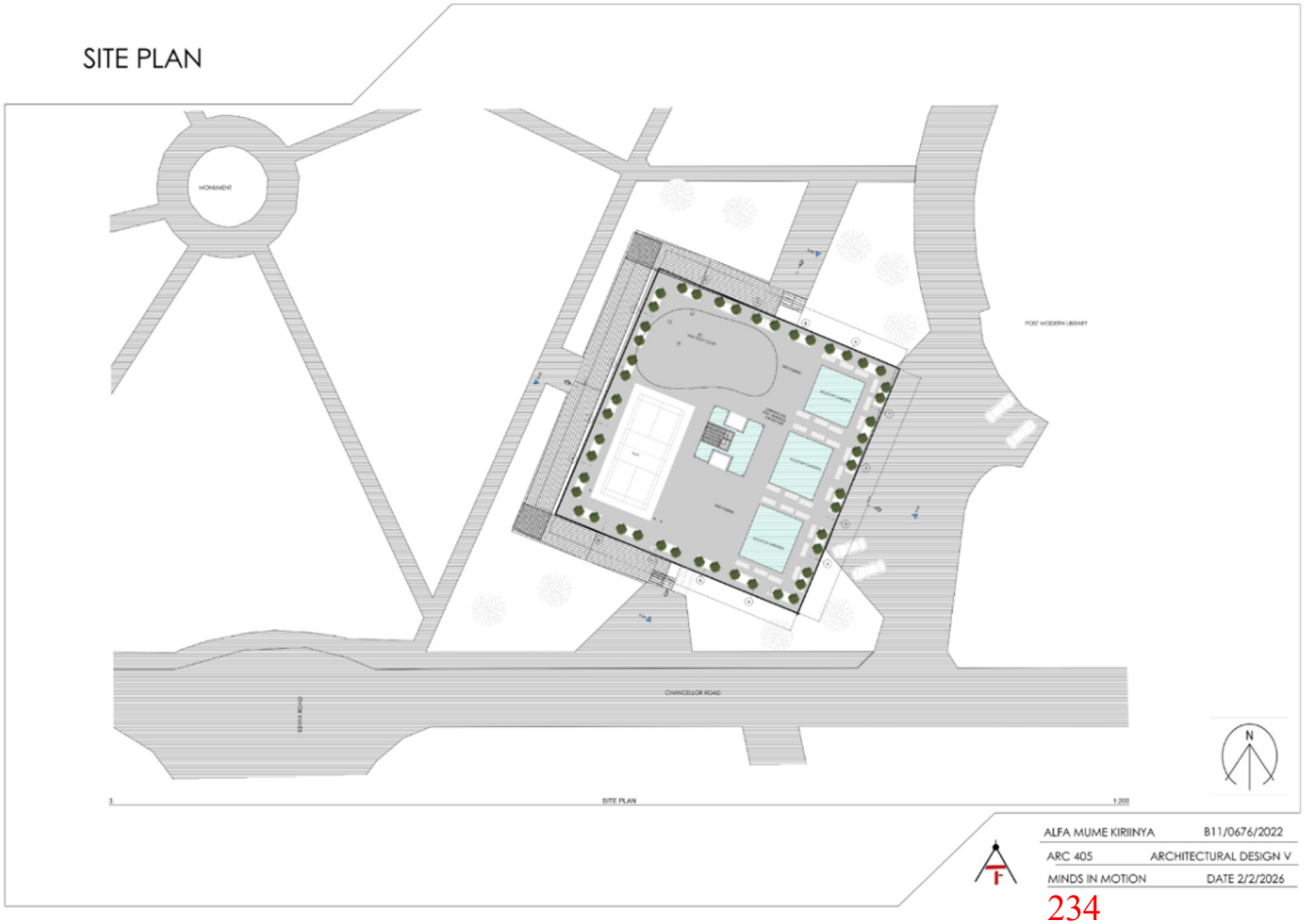
  THESITEIS HIGHLY VISIBLE ALONG MAJOR PEDESTRIAN AND VEHICULAR CORRIDORS, ESTABLISHING THE HUB AS A SYMBOLIC CIVIC BUILDING AND PART OF KU'S "PUBLIC FRONTAGE

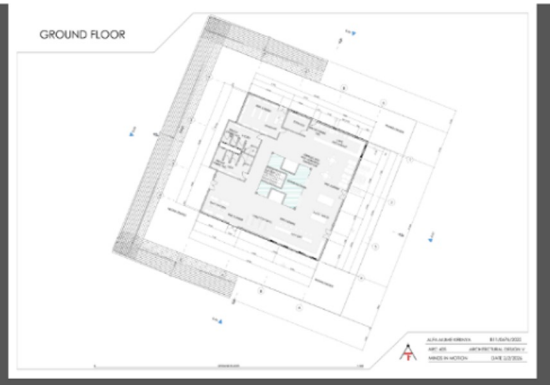
- UNCONGESTED LAND

  THE SITE ALLOWS FOR A FLEXIBLE BUILDING FOOTPRINT, OUTDOOR AMPHITHEATER INTEGRATION, AND FUTURE EXPANSION POSSIBILITIES.



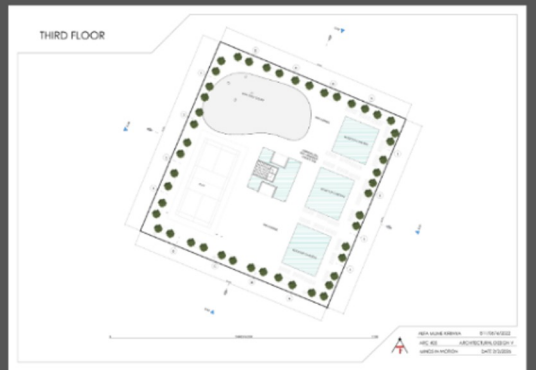
SITE PLAN









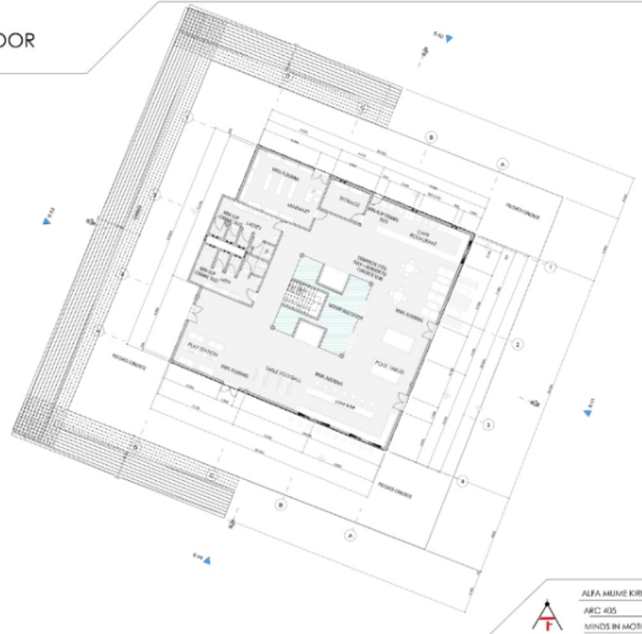


ALFA MUME KIRIINYA	B11/0676/2022
ARC 405	ARCHITECTURAL DESIGN V
MINDS IN MOTION	DATE 2/2/2026

EINSTEIN

PLANS

GROUND FLOOR



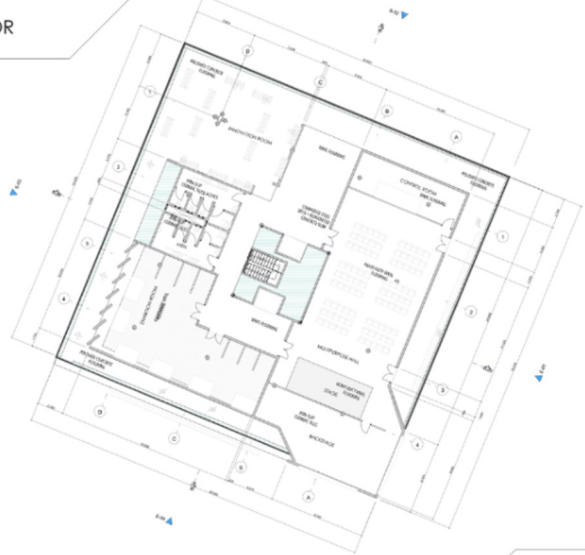
ALFA MUME KIRINYA B11/0676/2022
ARC 405 ARCHITECTURAL DESIGN V
MINDS IN MOTION DATE 2/2/2026

FIRST FLOOR



ALFA MUME KIRINYA B11/0676/2022
ARC 405 ARCHITECTURAL DESIGN V
MINDS IN MOTION DATE 2/2/2026

SECOND FLOOR



ALFA MUME KIRINYA B11/0676/2022
ARC 405 ARCHITECTURAL DESIGN V
MINDS IN MOTION DATE 2/2/2026

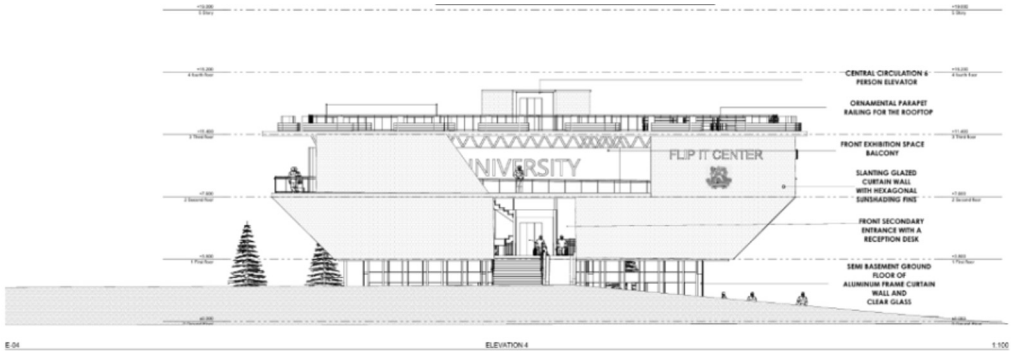
THIRD FLOOR

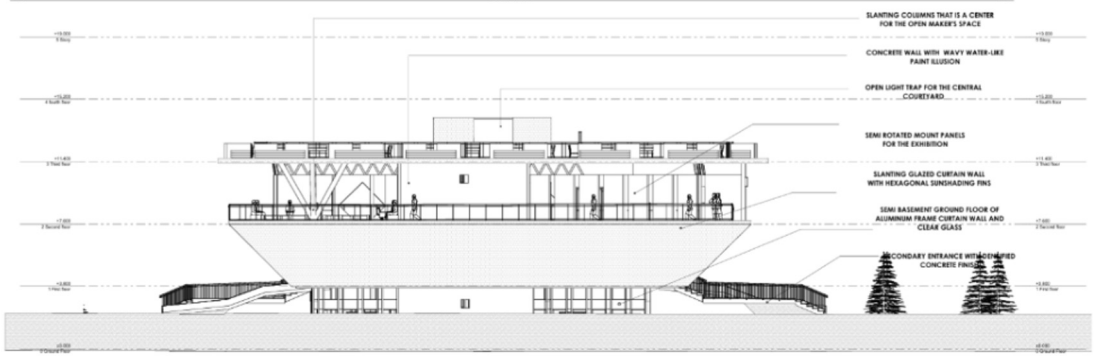


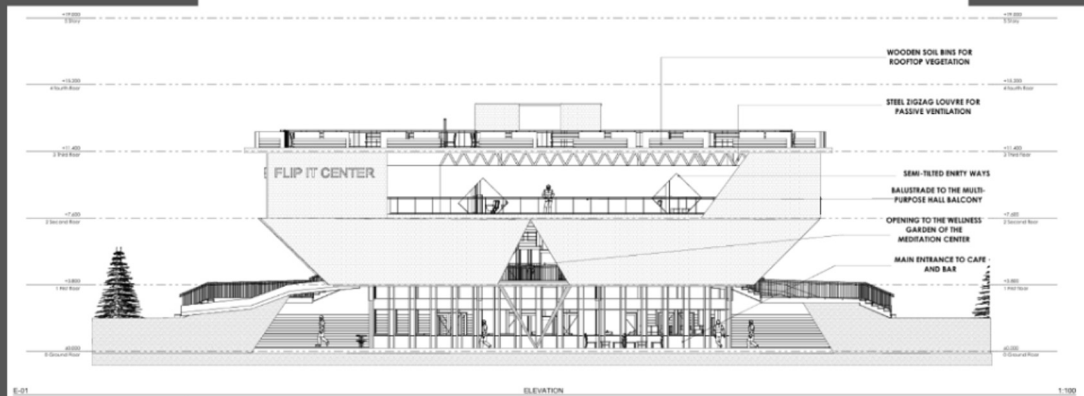
ALFA MUME KIRINYA B11/0676/2022
ARC 405 ARCHITECTURAL DESIGN V
MINDS IN MOTION DATE 2/2/2026

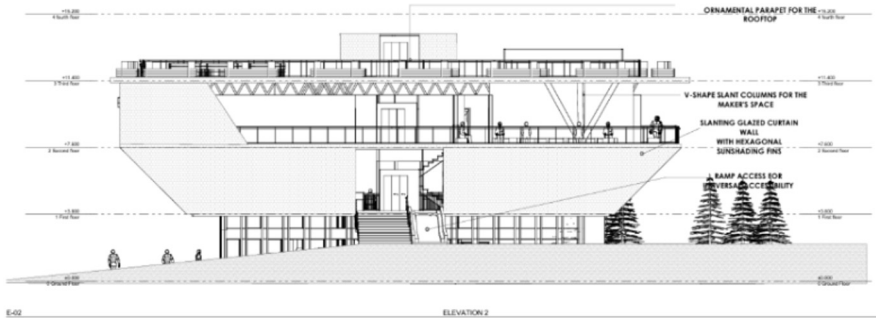
EINSTEIN

ELEVATIONS





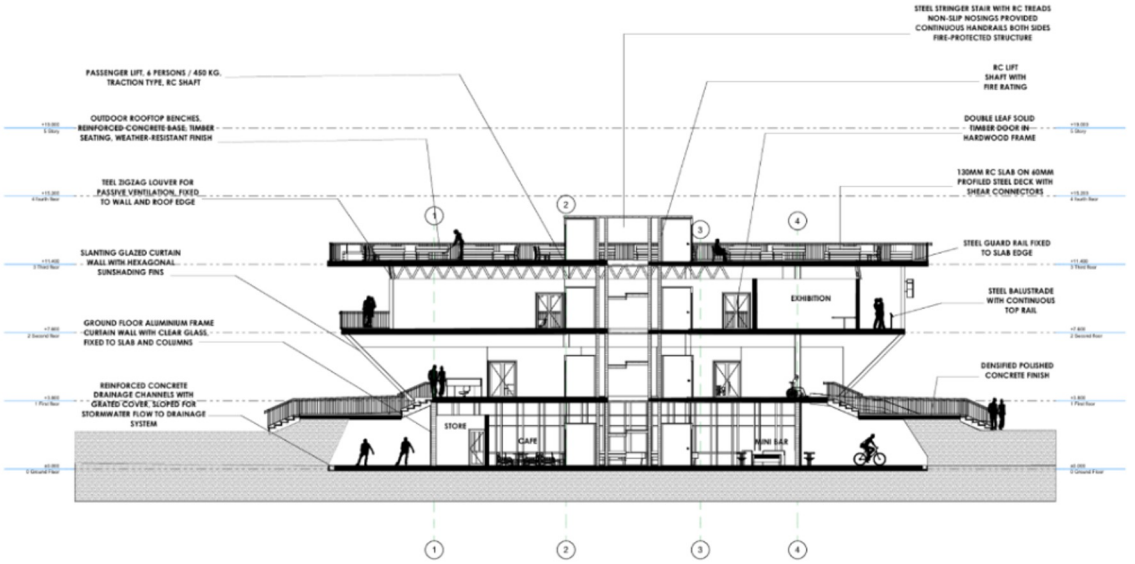




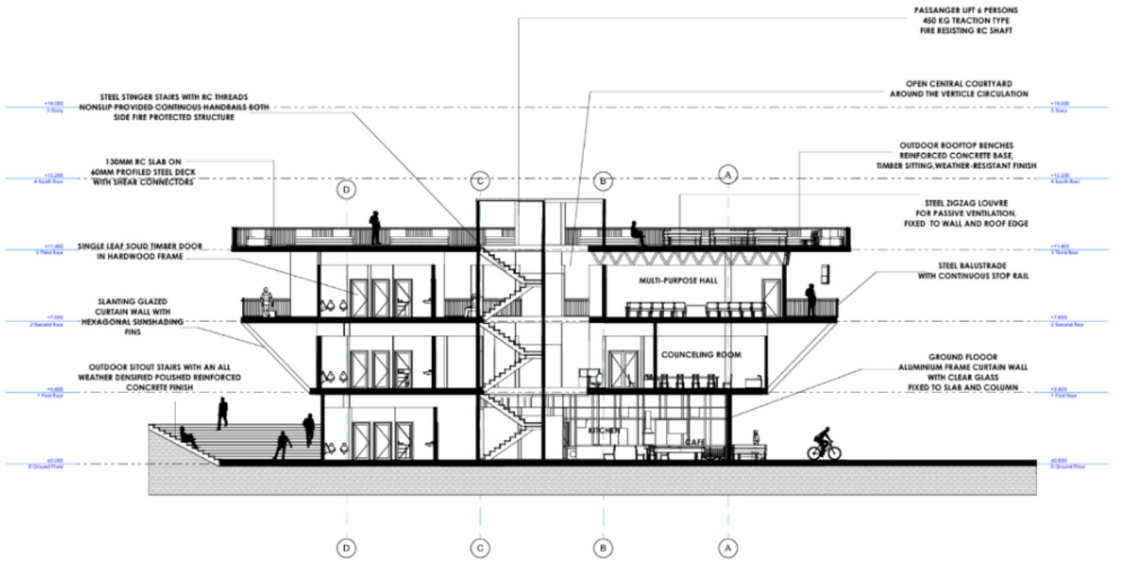
ELEVATIONS

EINSTEIN

SECTIONS



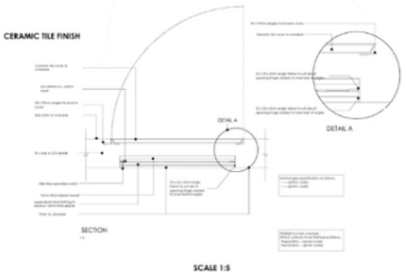
S-03 SECTION 01 1:100



S-04 SECTION 02 1:100

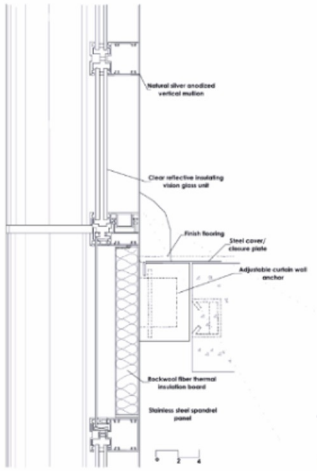


COMPOSITE STEEL DECK + REINFORCED CONCRETE

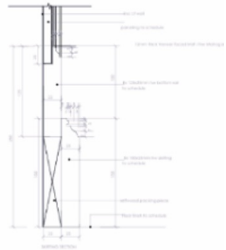


SCALE 1:5

CURTAIN WALL



SKIRTING



SCALE 1:2

EINSTEIN



3D VISUALS





3D VISUALS





FRONT ELEVATION

EINSTEIN



1.EXHIBITION SPACE



2.MAKERS/INNOVATION SPACE



3.GROUND FLOOR BAR AND CAFE



5.ROOFTOP SIT-OUT



4.OUTDOOR CHILLOUT STAIRS/STEPS

INTERIORS



NAME: MALET KUAI
INSTITUTION:KENYATTA UNIVERSITY
EMAIL: KUAIMALET@GMAIL.COM

BIOGRAPHY:

MALET KUAI MALET IS AN ARCHITECTURE STUDENT GUIDED BY THE BELIEF THAT BUILDINGS SHOULD TELL A STORY — UNITING THE PAST AND THE FUTURE WITHIN A SINGLE FORM. HE VIEWS ARCHITECTURE AS A NARRATIVE MEDIUM WHERE SPACE, MATERIAL, AND STRUCTURE PRESERVE MEMORY WHILE EMBRACING INNOVATION. INSPIRED BY FRANK LLOYD WRIGHT, HE VALUES HARMONY BETWEEN ARCHITECTURE AND ENVIRONMENT, DRAWING FROM ORGANIC PRINCIPLES AND CONTEXTUAL SENSITIVITY. RATHER THAN REPLICATE HISTORY, HE REINTERPRETS IT, INTEGRATING HISTORICAL DEPTH INTO MODERN DESIGN TO CREATE SPACES THAT FEEL BOTH TIMELESS AND FORWARD-LOOKING.

HIS INTERNSHIP AT THE STATE DEPARTMENT OF PUBLIC WORKS IN NAIROBI STRENGTHENED HIS PROFESSIONAL OUTLOOK. HE GAINED EXPERIENCE REVIEWING CONSTRUCTION DRAWINGS, UNDERSTANDING REGULATORY FRAMEWORKS, AND OBSERVING INTERDISCIPLINARY COLLABORATION. THIS EXPOSURE DEEPENED HIS COMMITMENT TO PRECISION, FUNCTIONALITY, AND CIVIC RESPONSIBILITY.



SOURCE: MALET

PROJECT: KENYATTA STUDENT HUB

THE PROJECT RESPONDS TO THE GROWING NEED FOR A CENTRALIZED STUDENT-ORIENTED FACILITY THAT ACCOMMODATES DIVERSE ACTIVITIES SUCH AS STUDYING, INNOVATION, WELLNESS, RECREATION, AND SOCIAL INTERACTION.

THE HUB FUNCTIONS AS A MULTIDISCIPLINARY SPACE WHERE LEARNING EXTENDS BEYOND THE TRADITIONAL CLASSROOM. IT INTEGRATES COLLABORATIVE STUDY AREAS, INNOVATION AND CO-WORKING SPACES, QUIET READING ZONES, AND DISCUSSION ROOMS THAT FOSTER INTELLECTUAL EXCHANGE AND CREATIVITY AMONG STUDENTS.



SITE SELECTION

PROJECT NAME:STUDENT HUB CENTRE

LOCATION:KENYATTA UNIVERSITY,

NAIROBI, KENYA

COORDINATES: 1°10'42.3"S 36°56'08.9"E

CLIENT: KENYATTA UNIVERSITY
AREA: 2800 SQM

SITE JUSTIFICATION

1.THE SITE NEAR THE MODERN LIBRARY IS FUNCTIONALLY,
SOCIALLY, AND ENVIRONMENTALLY SUITABLE FOR A STUDENT CENTRE DUE TO HIGH PEDESTRIAN ACCESSIBILITY
ACADEMIC SYNERGY
AVAILABILITY OF SUPPORTIVE
ITS ADJACENCY TO THE LIBRARY STRENGTHENS THE ACADEMIC ECOSYSTEM, WHILE OPEN SPACES AROUND THE SITE SUPPORT SOCIAL, CREATIVE, AND WELLNESS ACTIVITIES ESSENTIAL FOR STUDENT LIFE.
2.**VIEWS**: THE SITE HAS GOOD VIEWS THAT CONSISTS OF MONUMENT , LANDSCAPE AND PEOPLE WATCHING.
3.**TOPOGRAPHY**: RELATIVELY FLAT ALLOWING ROOM FOR EASY CONSTRUCTION
4.**VEGETATION**: EXISTING VEGETATION ALLOWS FOR LANDSCAPING HENCE AESTHETICS ON SITE.

BRIEF ANALYSIS

USER ANALYSIS
PRIMARY USER :SUNIVERSITY STUDENTS (MAJORITY), ARRIVING ON FOOT.
OTHER USERS INCLUDE:POSTGRADUATE RESEARCHERS,STUDENT CLUBS,VISITORS, AND STUDENTS SEEKING WELLNES SSERVICES.



USER CHARACTERISTICS & NEEDS
A. STUDENTS (MAIN GROUP) HIGHLY MOBILE, MOVING FREQUENTLY BETWEEN CLASSES AND HOSTELS. PREFER INFORMAL SEATING, FLEXIBLE STUDY AREAS, AND STRONG DIGITAL CONNECTIVITY.

B. WELLNESS USERS REQUIRE PRIVACY AND CONFIDENTIALITY. BENEFIT FROM ACOUSTIC SEPARATION AND CALMING SPACES.
C.VISITORS NEED CLEAR ORIENTATION AND EASY ACCESS TO RECEPTION

FUNCTIONAL LIBRARY

RECEPTION & INFO DESK

STUDENT SERVICES & INFO CENTER

MULTIPURPOSE

LOUNGE

CO-WORKING / STUDY

QUIET STUDY ZONE

GROUP DISCUSSION

INNOVATION SPACE

DIGITAL HUB

SPIRITUAL ROOMS
WELLNESS ROOM (MEDITATION, ETC.) COUNSELING &

SUPPORT
OFFICES (2 ROOMS)
RESTRAUNT

INDOOR RECREATIONAL AREA
OUTDOOR AMPHITHEATRE
EXHIBITION / DISPLAY ZONE

WASHROOMS & SUPPORT

SPACES STORAGE & SUPPORT ROOMS

SPATIAL HIERARCHY

NOISE GRADIENT

MOST NOISY

OUTDOOR RECREATIONAL
RESTRAUNT
INNOVATION SPACE
MULTIPURPOSE HALL
OUTDOOR AMPHITHEATRE
RECEPTION AREA
COUNSELLING ROOM
GROUP DISCUSSION
EXHIBITION GALLERY
OUTDOOR SEATING
HEALING GARDEN
DIGITAL HUB
ADMIN OFFICE
CONSULTATION ROOM
SPIRITUAL ROOMS
QUIET STUDY AREA

MOST QUIET

PRIVACY GRADIENT

MOST PUBLIC

OUTDOOR RECREATIONAL
RECEPTION AREA
WAITING AREA STUDENT SERVICES
RESTRAUNT
MULTIPURPOSE HALL
OUTDOOR AMPHITHEATRE
GROUP DISCUSSION
EXHIBITION GALLERY
OUTDOOR SEATING
HEALING GARDEN
INNOVATION SPACE
DIGITAL HUB
COUNSELLING ROOM
WELLNESS ROOM
ADMIN OFFICE
SPIRITUAL ROOMS
QUIET STUDY AREA

MOST PRIVATE

SPATIAL ZONING

ARRIVAL/ ORIENTATION
-RECEPTION
-STUDENT SERVICE
-WAITING AREA
-ADMIN OFFICE
-W/C
-CIRCULATION

SERVICE
STORAGE
UTILITY
KITCHEN

STUDY ZONE
CO-WORKING AREA
GROUP DISCUSSION
-DIGITAL HUB
-INNOVATION SPACE
-QUIET READING AREA

OUTDOOR
HEALING GARDEN
OUTDOOR SEATING

SOCIAL ZONE
-MULTIPURPOSE HALL -
INDOOR RECREATION -
OUTDOOR AMPHITHEATRE
-EXHIBITION GALLERY

WELLNESS ZONE
WELLNESS ROOMS
COUNSELLING OFFICE

CONCEPT DEVELOPMENT

CONCEPT: BRIDGING TIME

The design of the Kenyatta Student Hub is inspired by the principles of organic architecture associated with Frank Lloyd Wright, emphasizing horizontality, harmony with nature, and the integration of built form with its surrounding environment. The concept explores architecture as a bridge between the past and the future, drawing inspiration from the grounded, earthy qualities of historic structures while accommodating the evolving needs of modern student life.(ADAPTING THE PAST TO THE FUTURE)

The concept expresses three primary ideas:

1. Inspired by historic and natural forms
2. Horizontality and Flow – influenced by organic architecture

3. A Bridge Between Past and Future – blending tradition with innovation

Materials selected to achieve a balance between traditional earthy materials and modern construction

1. **Natural Stone** at the base to anchor the building to the earth and reflect historic architectural character.
2. **Exposed Reinforced Concrete** used for the main structural elements to emphasize strong horizontal forms.
3. **Timber Finishes** in interior spaces to introduce warmth and create comfortable student environments.
4. **Large Glass Openings** to allow natural lighting and create visual connection between indoor and outdoor spaces.
5. **Steel** railings and façade elements to provide a clean modern architectural expression.
6. **Green Terraces** and landscaped areas integrated to strengthen the relationship between the building and nature.



https://insidewright.com/touring-frank-lloyd-wrights-fallingwater/



https://franklloydwright.org/getting-personal-frank-lloyd-wright-taliesin-taliesin-west/



https://www.wallpaper.com/architecture/frank-lloyd-wright



This is achieved through:

- Earth-toned materials
- Horizontal massing
- Terraces and green roofs
- Outdoor spill-out spaces

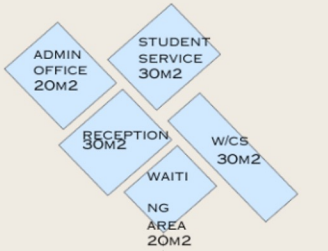
These strategies soften the architecture and integrate it with its surroundings.

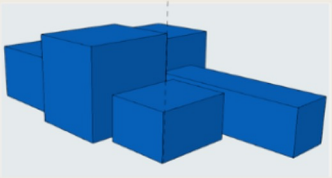
AREA/VOLUME ANALYSIS

ARRIVAL/ ORIENTAION

ZONE TOTAL AREA=

130M2

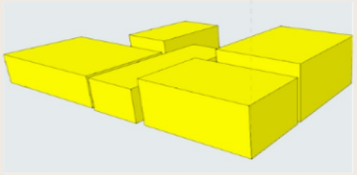




STUDY ZONE

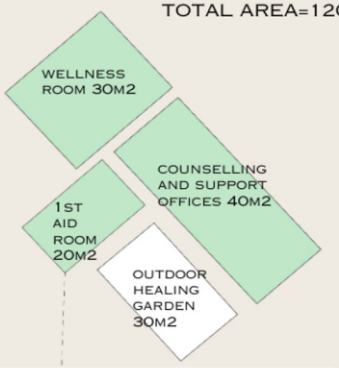
TOTAL AREA= 340M2

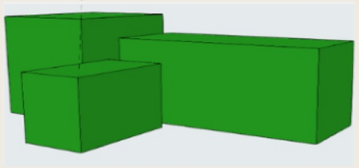




WELLNESS ZONE

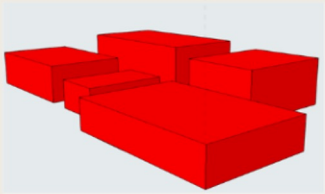
TOTAL AREA=120 M2





SOCIAL ZONE





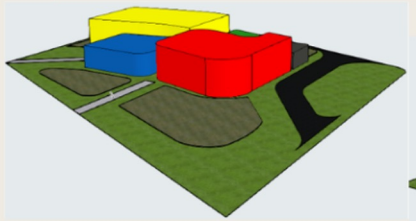
TOTAL AREA= 490M2

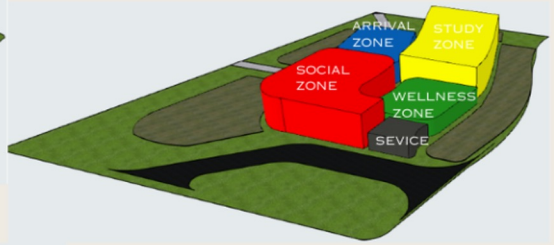
MASTERPLAN

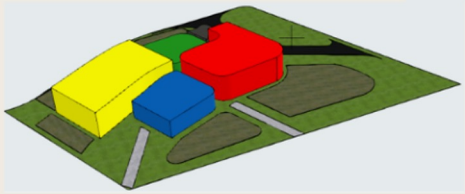


SCALE:1:500

3D VIEW OF MASTERPLAN



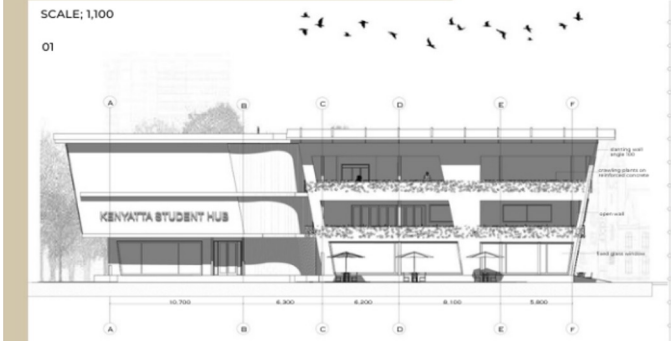




elevations

SCALE; 1,100

01



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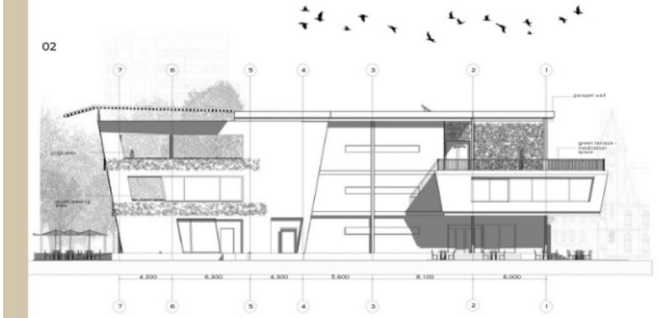
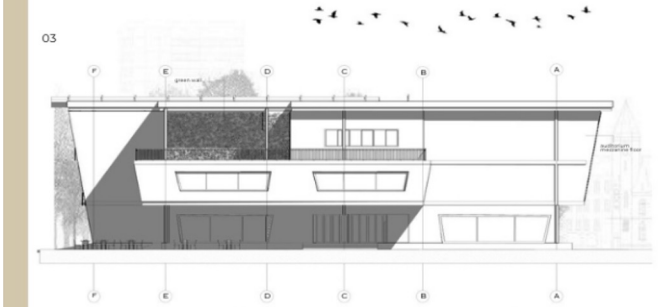
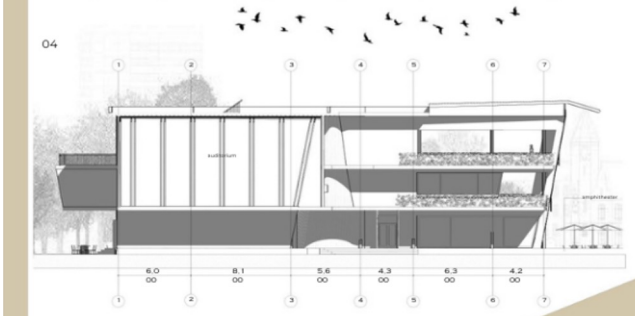


03



04



3ds







RECEPTION AND WAITING AREA



HEALING GARDEN



AUDITORIUM

plans

scale; 1:200



ground floor



first floor



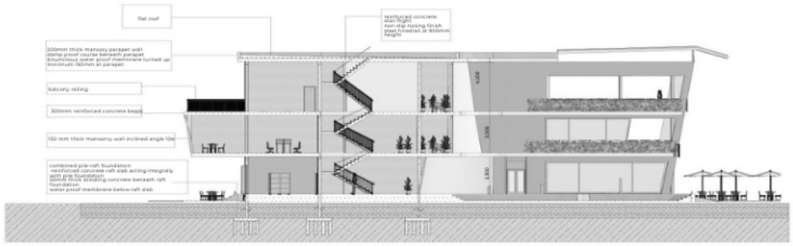
second floor



third floor

section 01

scale; 1:100





BIO DATA:

NAME: Benjamin Wainaina Njau

INSTITUTION: Department of Architecture and Interior Design ,School of Engineering and Architecture Kenyatta University

EMAIL: benjaminnjau9@gmail.com

TELL NO: +254-706-527-432

BIOGRAPHY:

Benjamin Njau is a student of Architecture deeply fascinated by the evolution of architectural styles and the dynamic nature of the built environment. He draws inspiration from Le Corbusier, who described architecture as “the learned game, correct and magnificent,
of forms assembled in light,”

Viewing architecture as both discipline and craft, he approaches each project with sensitivity to context, user needs ,time, and transformation. He values the process of design, using simple physical models as essential tools to explore ideas, test spatial relationships, and clearly communicate thoughtful, site-responsive design solutions.

Beyond form and style, he is equally interested in understanding human behavior and how it influences their decision-making ,economically, socially and spiritually.





BRIEF ANALYSIS:

SITE LOCATION: Kenyatta University main campus next to the post modern library

SITE SIZE : Approximately 3000 sqm

CLIENT; Kenyatta University

PROJECT; students hub



SITE JUSTIFICATION

site advantages

1.it is strategically located at a place with high foot traffic around the campus
2.it has a generally flat terrain with defined drainage
3.the site is highly visible along pedestrian and vehicular corridors
4.The site has one of the best views on campus
5.the site is easily accessible from Thika super highway through the main gate
6.Its proximity to the post modern library makes it accessible for all faculties

site disadvantages

1.the site serves as an outdoor seating area for the library
2.there is conflict between the site context zoning and the proposed project;
the site is located between an educational zone and an administrative zone
3.the site seats on reclaimed land evident from the retaining wall on the site boundary

FUNCTIONAL LIBRARY

1.INFORMAL LOUNGES
2.PRIVATE READING AREAS
3.COUNSELLING AND WELLNESS ROOMS
4.MULTIPURPOSE HALL
5.EXHIBITION
6.CAFE /RESTAURANT
7.OUTDOOR SHADED SEATING
8.OFFICES/RECEPTION
9.ACCESIBILITY FEATURES eg ELEVATIORS
10.INNOVATION/WORKSHOP
11.DIGITAL HUB
12.INDOOR RECREATIONAL AREAS

CLUSTERS

Educational Zone

Digital hub
Multipurpose hall
Reading areas
Exhibition areas

social/recreational

Restaurants
Lounges
Accessibility features
Reception
Indoor recreational areas

wellness/support

Wellness room
Counselling/Support offices
Washrooms/Support spaces

GRADIENTS

privacy gradient

public

amphitheater
exhibition
restaurant
multipurpose lounge
reception

semi-public

co-working space
digital hub
group study
innovation lab

private

private study areas
counselling /support offices
wellness/meditation space
prayer/reflection pods

NOISE GRADIENT

NOISY

amphitheater
restaurant
indoor recreation
multipurpose lounge
reception
co-working space
group discussions
innovation
digital hub
quite study area
prayer/meditation room
counseling rooms

QUITE

VIEW GRADIENT

wide/outward focused

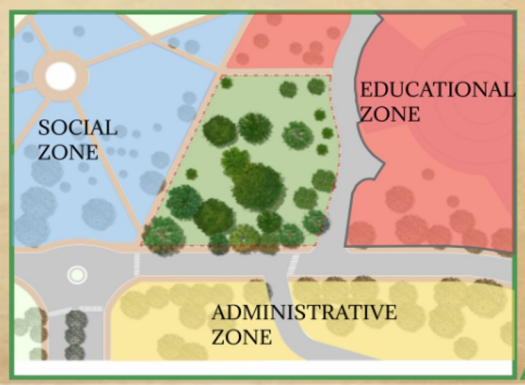
amphitheater
exhibition
restaurant
multipurpose lounge
co-working space

controlled/balanced

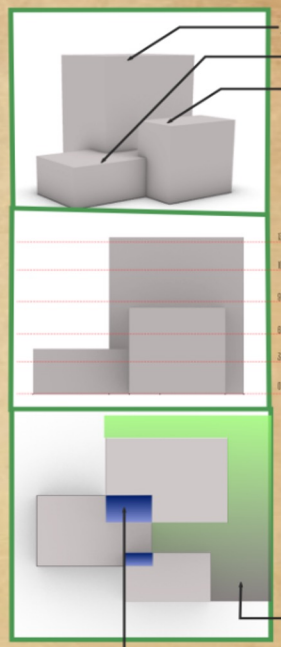
group study areas
digital hub
innovation lab
indoor recreation
reception

calm/inward focused

quite study rooms
counselling rooms
wellness rooms
prayer/meditation room
staff offices



VOLUME ANALYSIS:



EDUCATIONAL BLOCK
SOCIAL BLOCK
WELLNESS/ SUPPORT SERVICES

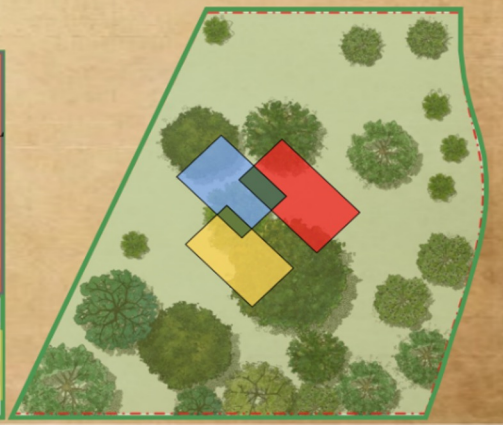
DOUBLE VOLUMES
multipurpose lounges
reception/ main entrance
exhibition halls

HIGH CEILINGS
restaurant
wellness room/ meditation room
recreational areas

STANDARD VOLUMES
study rooms
washrooms
offices
storage spaces

outdoor spaces

support services eg storage and elevators



CONCEPT AND PHILOSOPHY:

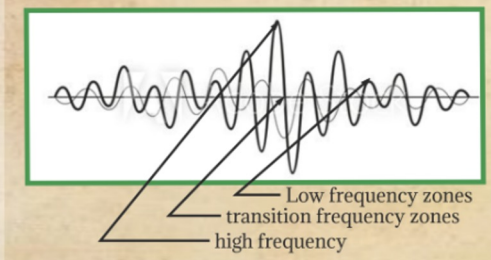
PHILOSOPHY: DYNAMIC EQUILIBRIUM

Human experience balances between intensity and calm

- High frequency-energy spaces
- that activate the senses
- Low frequency-energy spaces
- that restore focus
- Transitional zones that stabilize the rhythm

METAPHOUR: A SOUND WAVE

it is a symbol of energy, movement, creativity, and communication.



my inspiration is not only from the form of a sound wave but also from the emotional power of music—how it shapes human mood, behavior, and interaction. Just as music influences mental states, the designed will seek to ;elevate and support students' emotional well-being.

CONCEPT: FREQUENCY FINDER

Sound waves have frequency, patterns, and rhythm—just like the diverse activities in a student hub.
the aim is to have a space that feels alive and expansive.

The design will seek to create a third place for the students that will help the restructure /breakout for the normal school routen

CONCEPT JUSTIFICATION

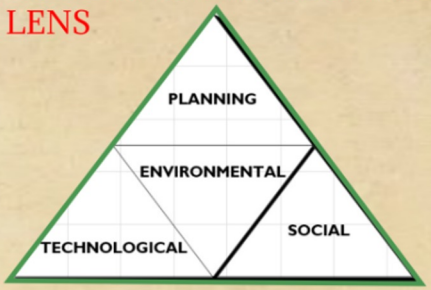
1. Students Experience Music as a Primary Emotional Regulator

2. Music is a Cultural Language for Students
For students, music is:

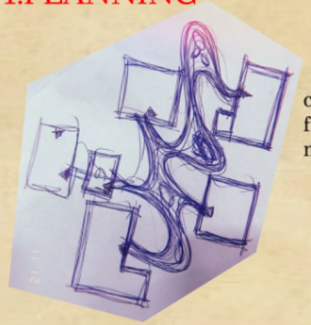
- a major form of communication
- a social connector
- a way to build friendships
- a marker of personal and group identity
- a source of motivation for study, workouts, creativity, or relaxation

3. Music Shapes students Daily Routines
Students listen to music while doing their day to day activities eg
walking around campus ,studying ,relaxing etc

CONCEPTUAL EVALUATION LENS



1.PLANNING



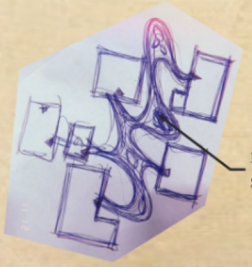
circulation between functions
mimics a sound wave

2.ENVIRONMENTAL

north south orientation to maximize on natural lighting during the day

maximize on the roof size to harvest rain water

3.SOCIAL



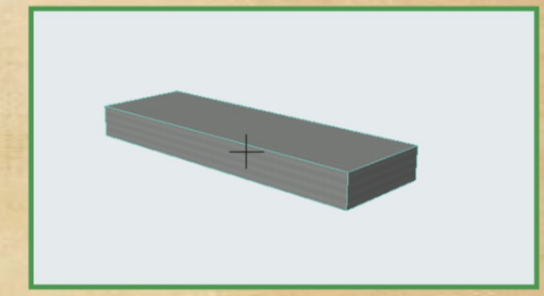
multi functional nodes for meating studying ,eating and relaxing

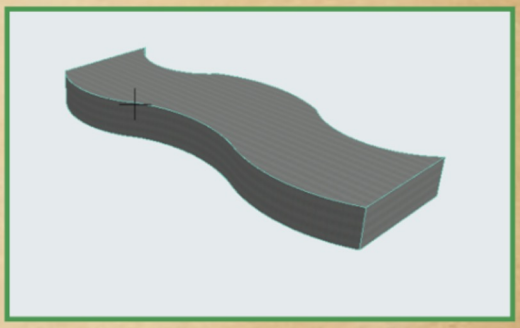
4.TECHNOLOGICAL

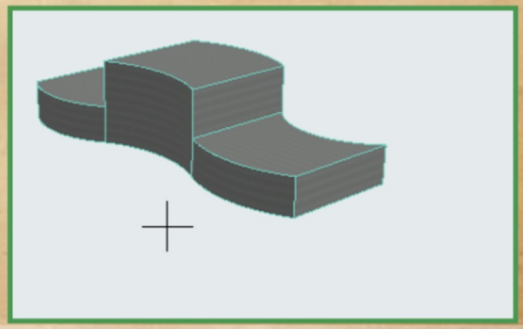
intend to use modern methods of design for example 3d printing in creation of furniture that are fluid to mimic the sound wave



FORM DEVELOPMENT

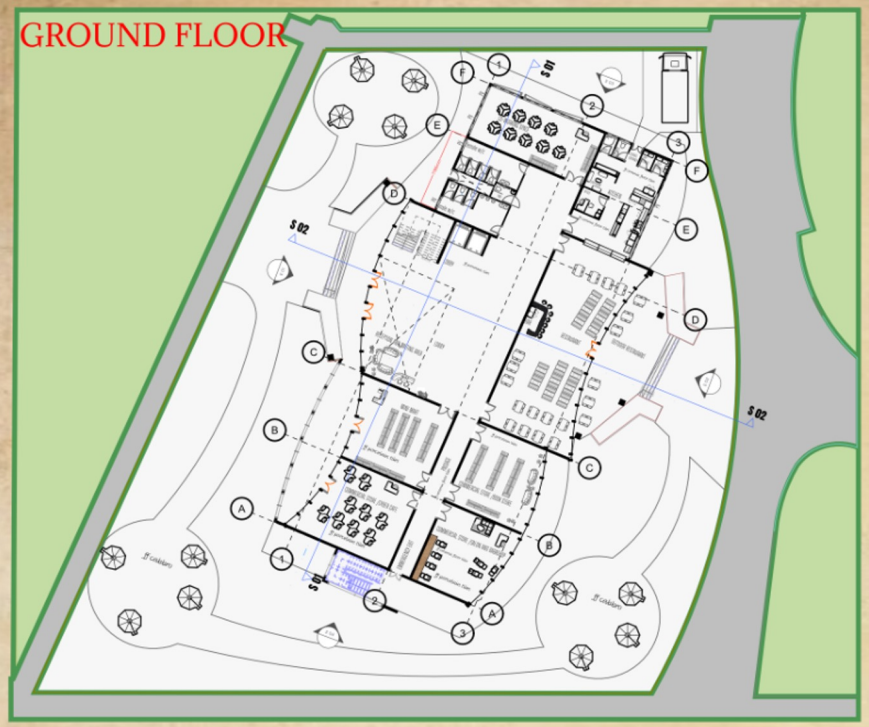






PLANS:

GROUND FLOOR



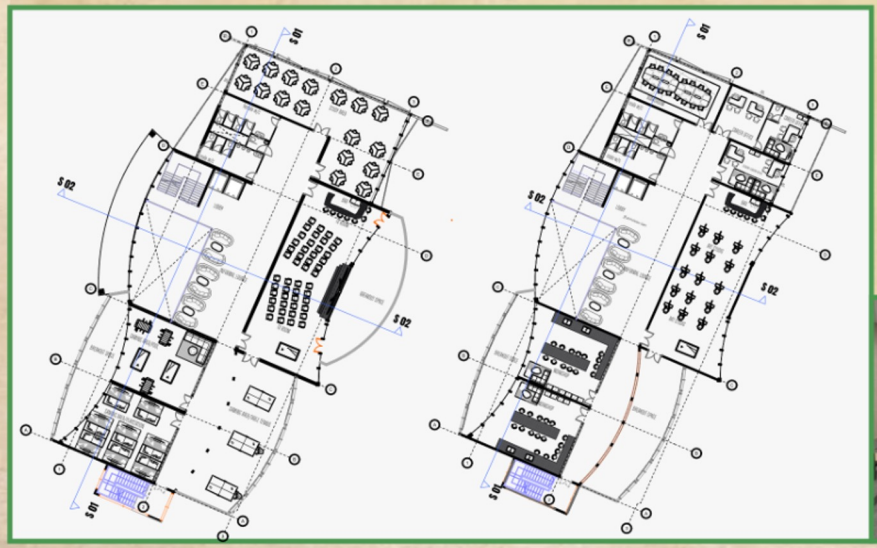
THIRD FLOOR



FOURTH FLOOR



FIRST FLOOR



SECOND FLOOR

DISTRIBUTION OF FUNCTIONS PER FLOOR:

GROUND FLOOR	FIRST FLOOR	SECOND FLOOR	THIRD FLOOR	FOURTH FLOOR
Reception and waiting area	Gaming Areas	Workshops	Health unit	Multipurpose Hall
Mini-Mart	Informal lounge	Art studio	Exhibition Spaces	Generator room
Co-working space	Tv room/Multifunctional hall	Board room	Performances Arts studio	Utility room
Digital hub	Study area	Office spaces		water storage
Salon and barber shop	Breakout spaces	Breakout spaces		Solar panels
Restaurant				
Bookstore				

INTERIOR RENDERS:

MULTI-PURPOSE HALL



RESTAURANT

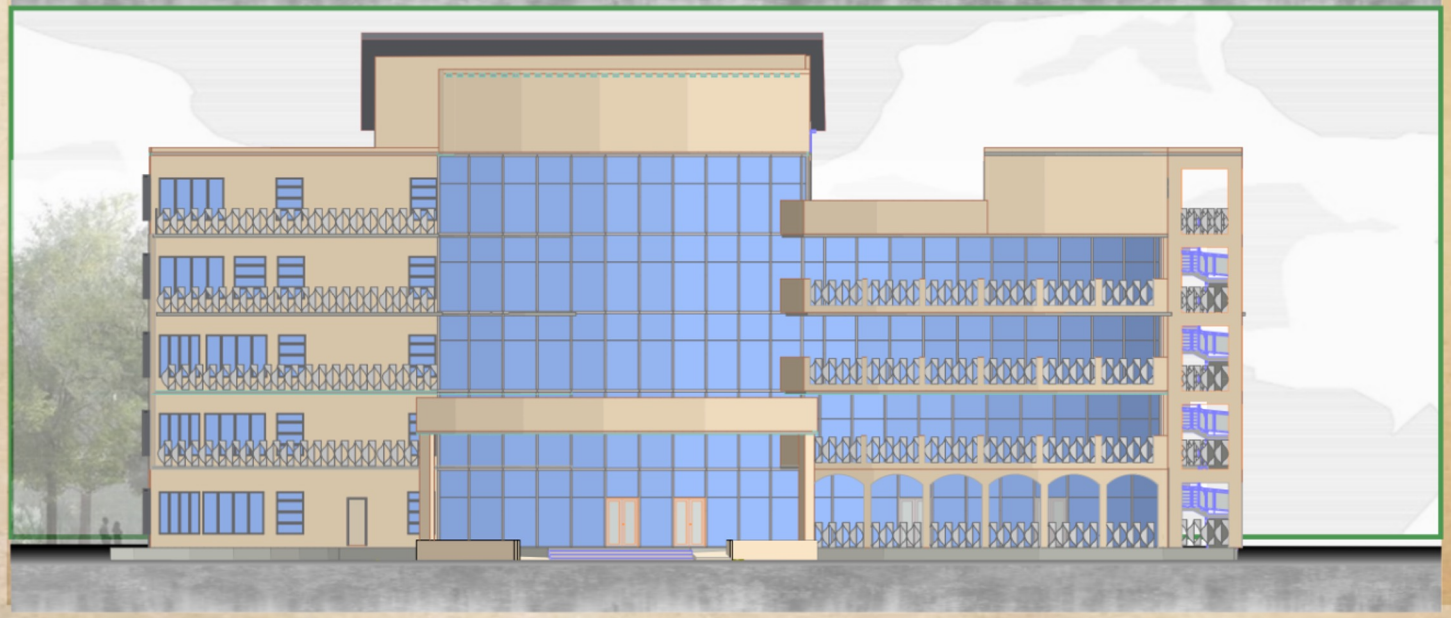


RECEPTION AND WAITING AREA



ELEVATIONS:





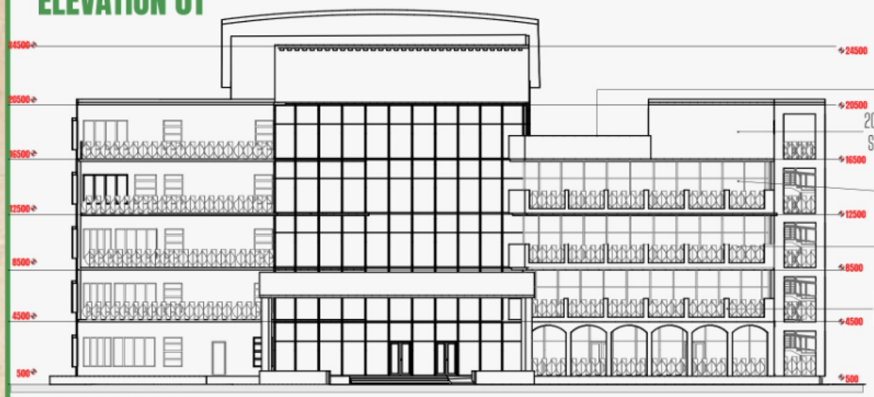
CONCEPTUAL NOTES:

The elevation design draws inspiration from the rhythm and movement of sound waves generated by music. The curtain wall pattern is articulated through vertical and horizontal members arranged in rhythmic intervals that mimic the oscillating form of a sound wave.

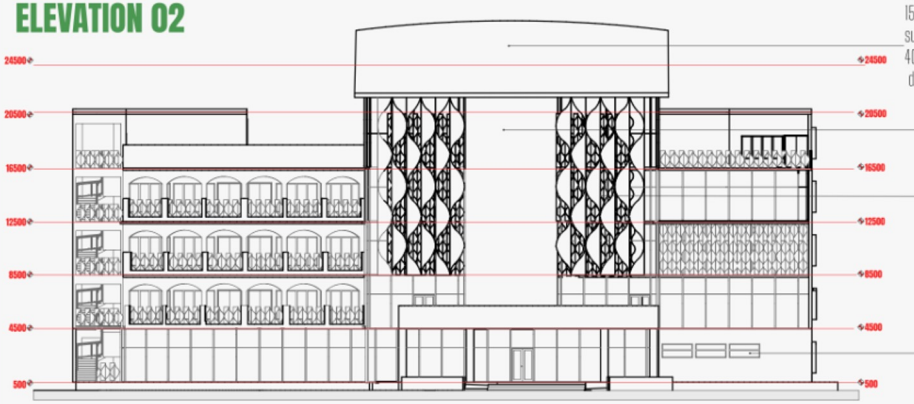
The balustrade and railing patterns adopt flowing linear geometries resembling waveform diagrams, creating visual rhythm and reflecting musical cadence and tempo. Together, the curtain wall and railing composition express rhythm, harmony, and movement, translating sound into architectural form

TECHNICAL DRAWINGS AND DETAILS:

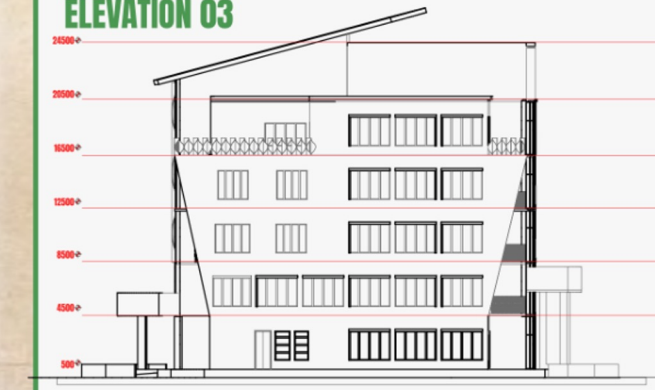
ELEVATION 01



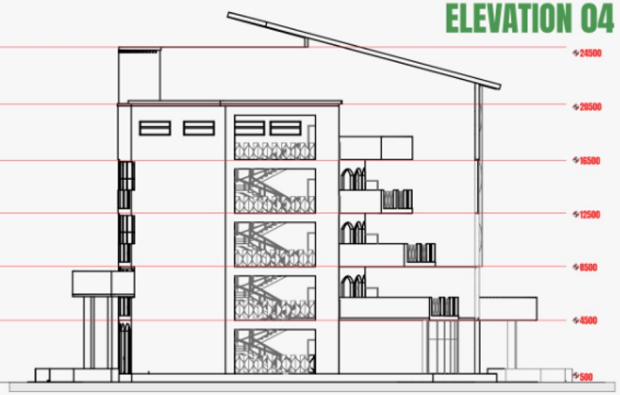
ELEVATION 02



ELEVATION 03



ELEVATION 04



3D MODELS AND VISUALS



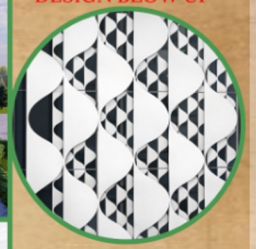








CURTAIN WALL DESIGN BLOW UP



RAILING DESIGN BLOW UP

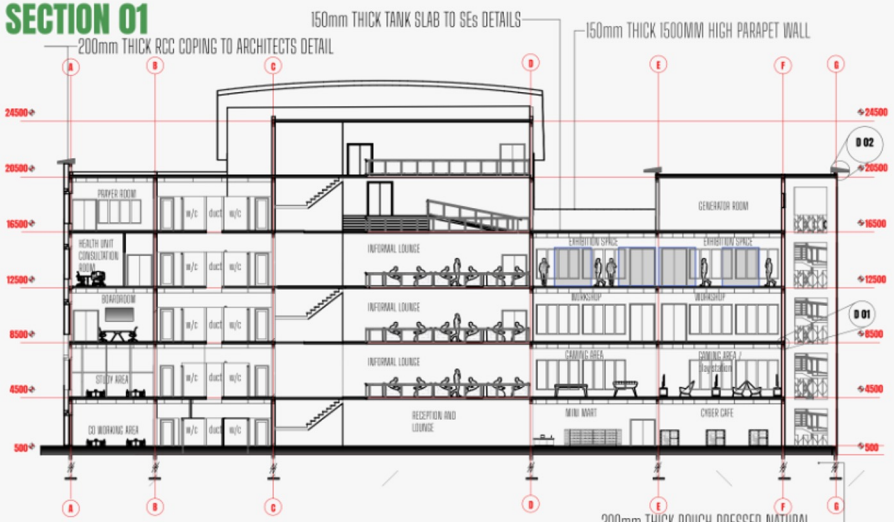


RENDERED ANIMATION

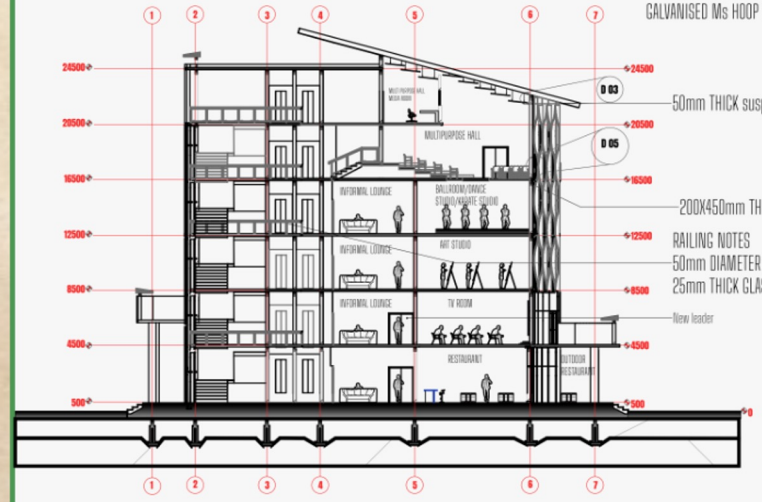
Scan me!

TECHNICAL DRAWINGS AND DETAILS:

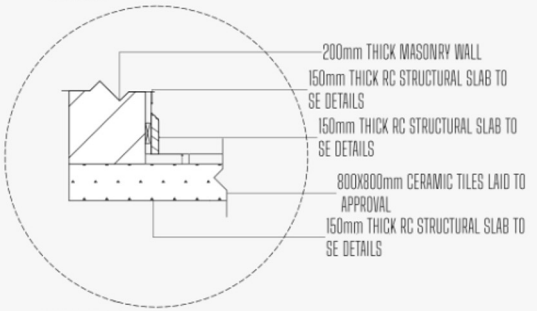
SECTION 01



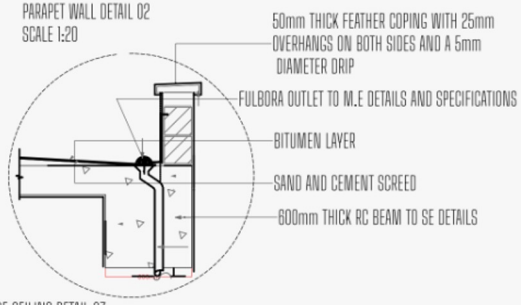
SECTION 02



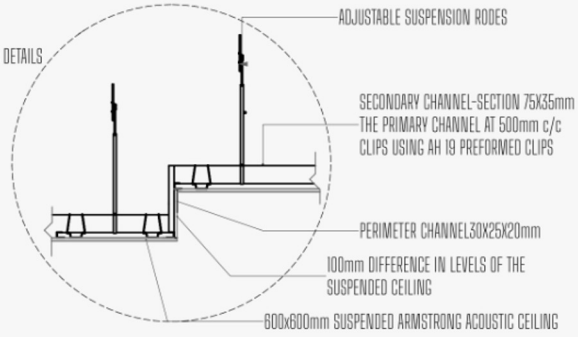
SKIRTING DETAIL 01
SCALE 1:20



PARAPET WALL DETAIL 02
SCALE 1:20



SUSPENDE CEILING DETAIL 03
SCALE 1:30



PARTING SHORT:

Architecture is a continuous journey of exploration, learning, and making. This portfolio reflects my growing understanding of design, context, and human experience. As I continue developing as a designer, I remain committed to approaching architecture as both a discipline and a craft.



NAME: Aisha Khalid

INSTITUTION: Department of Architecture and Interior design (DAID), School of Engineering and Architecture(SEA), Kenyatta University (KU)

EMAIL: aishakhalidissa@gmail.com

BIOGRAPHY:

Aisha Khalid is a student at Kenyatta University, pursuing her studies in the School of Engineering and Architecture within the Department of Architecture and Interior Design.She is interested in how spaces affect everyday life and her design approach focuses on understanding context, structure and practical use.Through her academic projects, she works on creating simple and thoughtful design solutions which are functional and suited to the context.

KENYATTA UNIVERSITY STUDENT CENTER PROJECT



SITE LOCATION AND JUSTIFICATION

Site location: Nairobi, Kenyatta University, next to post modern library.

JUSTIFICATION:

No demolition required
Has views and greenery
Has multiple access paths

ACCESS AND CIRCULATION:

The site has both vehicular and pedestrian access.

→ Vehicular access

●●● Pedestrian access

NATURAL ELEMENTS

1) Vegetation

There are different types of trees on site; Palm tree, mango tree and also shrubs.

2) Soil type: Red volcanic soil

MAN-MADE ELEMENTS

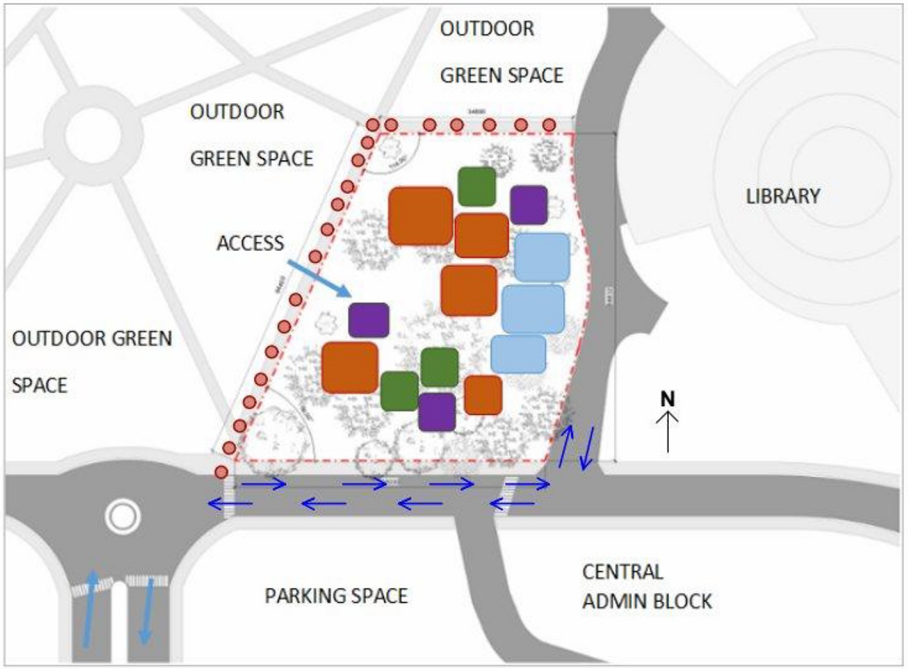
The site is bounded by metal fence railing on the South and West side.

There is a retaining wall bounding the East side of the site and also a stormwater drainage.

It has several lamp posts which light up the site at night.

DESIGN PRIORITIES:

Inclusivity (diverse student needs)
Flexibility (adaptable spaces)
Sustainability (passive design strategies)
Community (enhance belonging & identity)
Context (culture & university character)



LEGEND:

- SOCIAL
- SERVICE
- WELLNESS
- EDUCATIONAL

User groups:

Primary users: students
Secondary users: staff & faculty
Occasional users: visitors

SPACE	QUANTITY	CAPACITY	AREA
RECEPTION & INFO DESK	1	10	30sqm
LOUNGE	1	100	150sqm
CAFETERIA	1	80	100sqm
MULTIPURPOSE HALL	1	100-150	150sqm
EXHIBITION ROOM	1	35-40	50sqm
NAP ROOM	1	10	50sqm
GAMING ZONE	1	10-12	50sqm
RECREATION ZONE	1	15-20	100sqm
CO WORKING SPACE	1	25-30	120sqm
QUIET STUDY ROOM	1	20-25	50sqm
GROUP STUDY ROOMS	2	15-20	60sqm
COMPUTER LAB	1	25-27	60sqm
MAKERSPACE	1	15-17	100sqm
SPIRITUAL ROOM	1	30-35	50sqm
COUNSELLING OFFICES	2	6-8	40sqm
STUDENT SERVICES & STORAGE	2	6-8	40sqm

BRIEF ANALYSIS

FUNCTIONAL DICTIONARY:

Reception and info desk
Lounge
Co-working spaces
Quiet study zone
Group discussion rooms
Makerspace
Computer lab
Spiritual room
Meditation room
Multipurpose hall
Counselling offices
Cafeteria
Gaming zone
Nap room/resting zone
Indoor recreation (board games, pool, table tennis)
Outdoor seating
Exhibition zone
Washroom & support spaces
Student services & info center

Social spaces:

Lounge, multipurpose hall, cafeteria, gaming zone, nap room, indoor recreation, outdoor seating, exhibition zone

Educational spaces:

Co-working spaces, quiet study zone, group discussion rooms, computer lab, makerspace

Wellness & support:

Meditation room, spiritual room, counselling offices

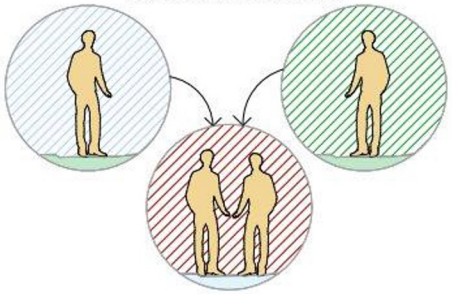
Service spaces:

Reception and info desk, washrooms, storage space, student service & info center

DESIGN PHILOSOPHY AND CONCEPT

PHILOSOPHY: IDENTITY AND BELONGING

Different students, Varied identities

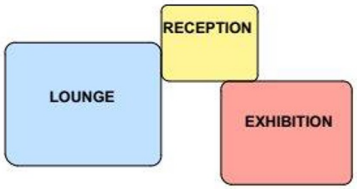


Student hub as an interaction point

The hub is to enable different students to Interact and feel connected to each other.

SPACE INTEGRATION:

Open ground floor plan : Reception and social spaces - use of glass and half walls to visually connect the spaces to each other.



Use of mixed use: mix light functions with heavy ones



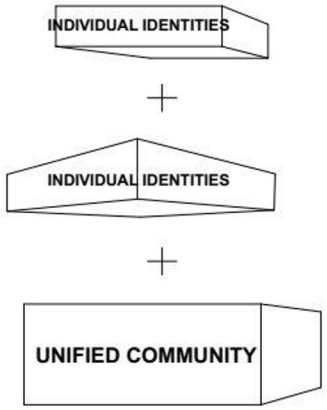
MATERIAL AND COLOUR:

Use of warm materials such as wood In the social spaces for an inviting feel.

Use of consistent colour palette to unify the spaces.

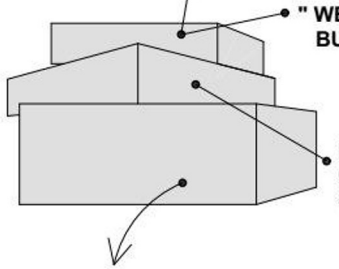
Use of transparent material for openness and inclusion.

FORM DEVELOPMENT:



RECTANGULAR TWISTED BLOCK: DIVERSE IDENTITIES STACKED TOGETHER

SHOWS INDIVIDUALITY " WE GROW DIFFERENT BUT CONNECT "



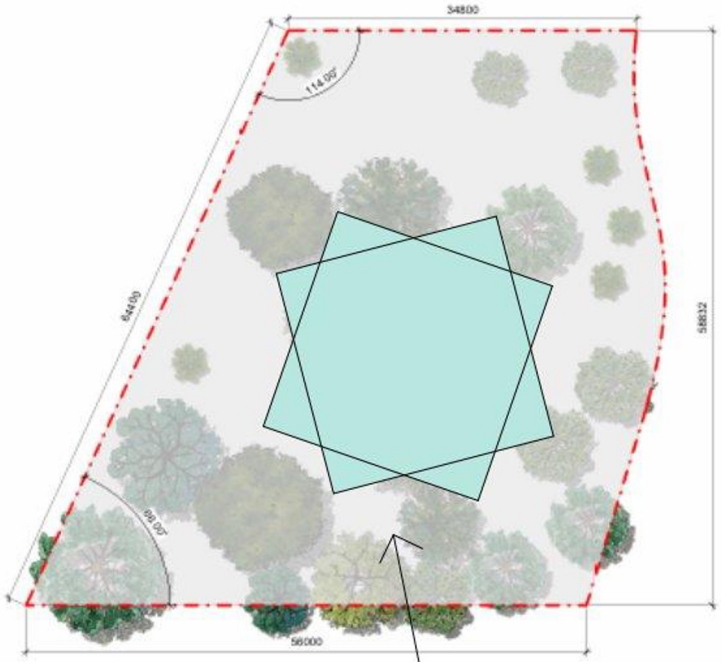
ROTATION OF BLOCK: CREATES TERRACES FOR SHARED SPACES

DOUBLE VOLUME ENTRANCE : OPENNESS AND WELCOMING

Use of a green atrium to soften the interiors and reinforce sense of comfort and belonging.

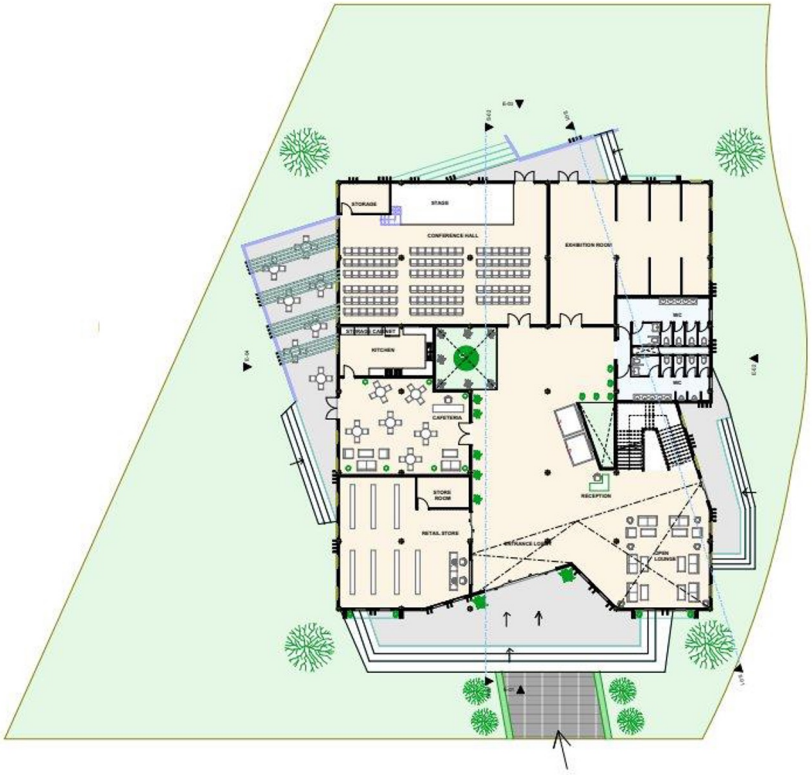
Also, to introduce natural light and thus increase the feeling of openness and transparency within the building.

SITE PLAN





PRESENTATION PLANS



GROUND FLOOR PLAN

The spaces are organised vertically according to function. The ground floor accommodates public functions while upper floors contain learning and work spaces. Outdoor terraces and the rooftop provide additional seating and social spaces for interaction.



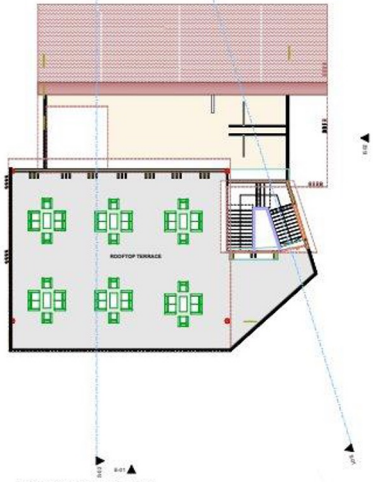
1ST FLOOR PLAN



2ND FLOOR PLAN



3RD FLOOR PLAN



ROOFTOP PLAN

PRESENTATION ELEVATIONS AND SECTIONS



ELEVATION 01



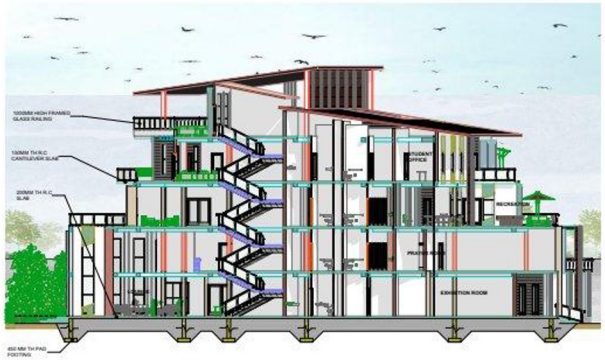
ELEVATION 02



ELEVATION 03



ELEVATION 04



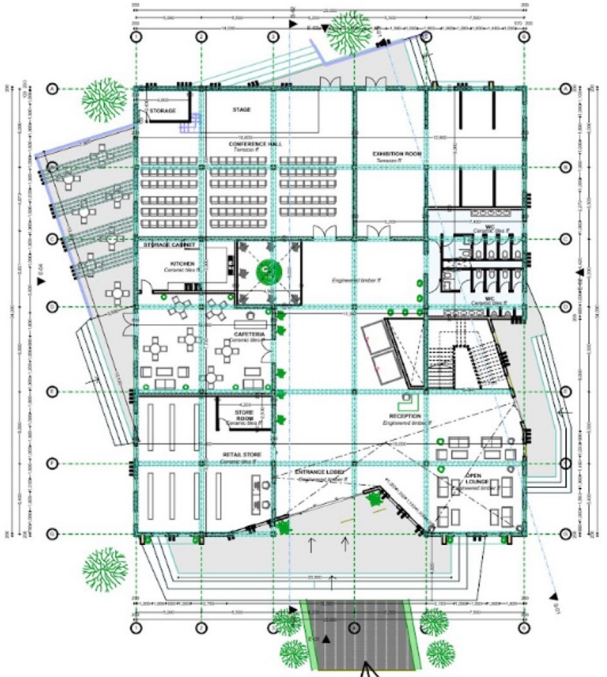
SECTION S-01



SECTION S-02

The design merges individual identity and collective belonging by use of stepped massing creating a "vertical neighbourhood" and the rhythmic façade symbolises the diversity of its inhabitants. The outdoor terraces serve as interaction spaces.

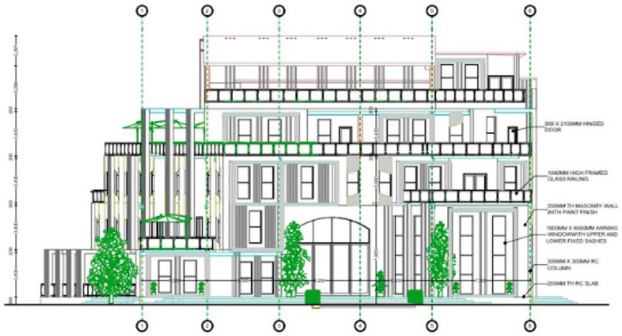
WORKING DRAWINGS



GROUND FLOOR PLAN



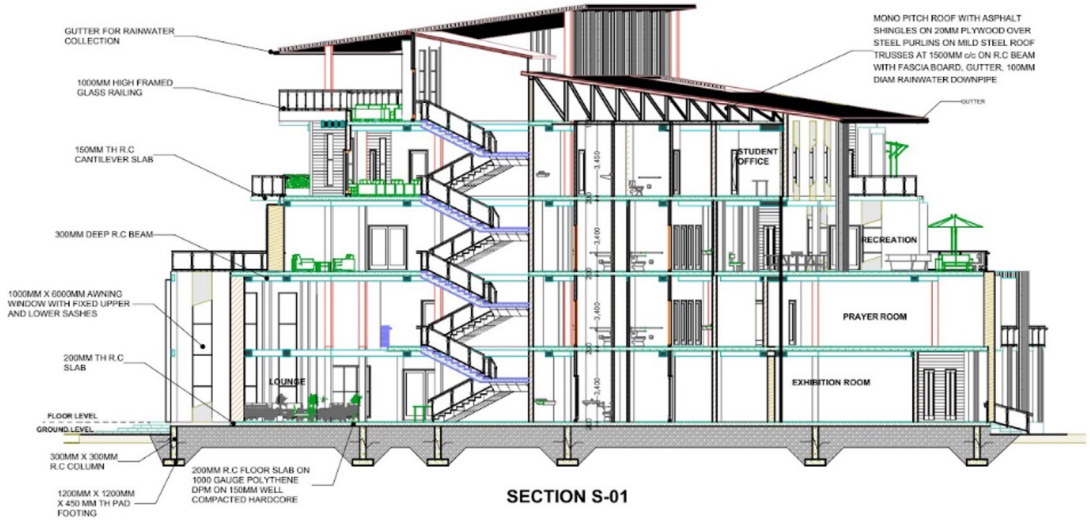
1ST FLOOR PLAN



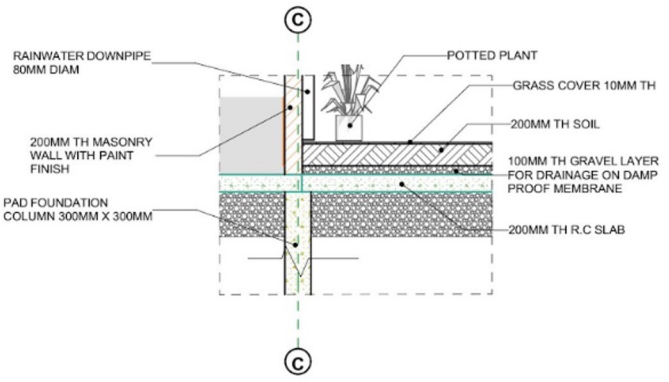
ELEVATION 01



ELEVATION 02



SECTION S-01



DETAIL D-01

3D VIEWS





CO-WORKING SPACE



MAKERSPACE





ABOUT ME

My name is Hannah Kamau and I am fueled by curiosity, fresh air, and the joy of discovering something new.

I'm happiest outdoors swimming, eating well, and chasing experiences that shape who I am. Nature and good company make it all the more meaningful.

I'm an architecture student and I believe buildings aren't just constructed, they're lived expressions of the architect and the community intertwined.

I like to see architecture as more than a linear process solely concerned with constructing of buildings.

To me, it is an immersive practice that shapes how people feel, interact, and belong. I aspire to one day design not just buildings, but experiences.

EMAIL; kamauhannah004@gmail.com

THE LOCUS

LOCUS MEANING CENTRE OF ACTIVITY.
CORE / SOURCE
THIS IS INTENDED TO BE THE CENTRE OF ACTIVITIES FOR STUDENTS IN KENYATTA UNIVERSITY.
A PLACE OF THE STUDENTS FOR THE STUDENTS BY THE STUDENTS.

PROJECT CONCEPTUALIZATION AND ANALYSIS

THE PROJECT BEGAN WITH A SIMPLE IDEA: CONNECTION. A SPACE THAT BRINGS THE SCHOOL COMMUNITY TOGETHER, SOMEWHERE STUDENTS CAN MEET, RELAX, COLLABORATE, AND RECHARGE.

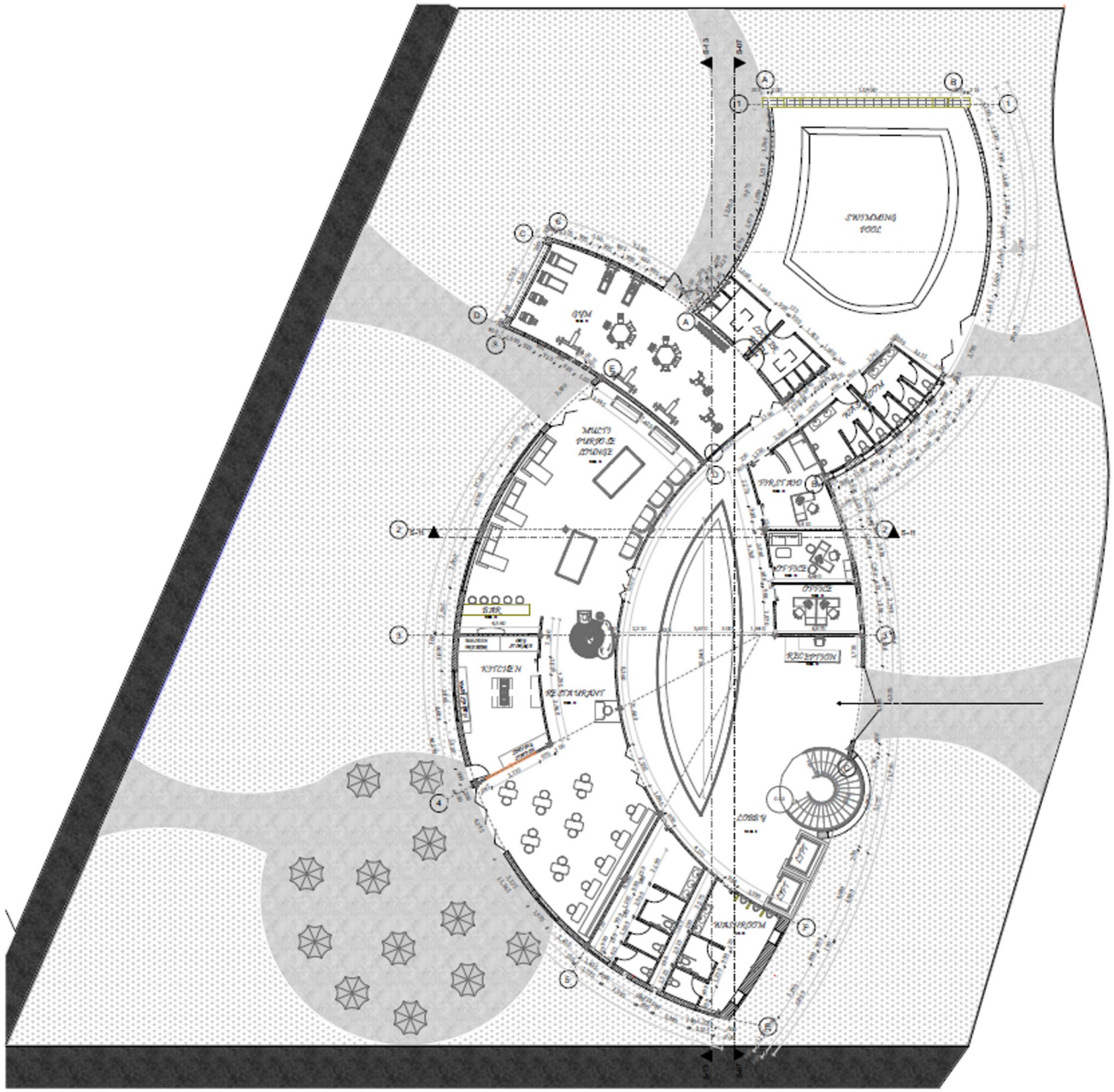
RESPONDING TO THE CHARACTER AND MOVEMENT OF THE SITE, THE DESIGN EXPLORES FLOWING, WAVY LINES THAT ECHO THE NATURAL FORM OF THE LANDSCAPE. THESE LINES WERE LAYERED AND CONNECTED, GRADUALLY EVOLVING THROUGH THE DESIGN PROCESS TO GENERATE THE FINAL BUILDING FORM. THE RESULT IS A STRUCTURE THAT FEELS FLUID, WELCOMING, AND INTEGRATED WITHIN ITS SURROUNDINGS RATHER THAN IMPOSED ON THEM.

THE BUILDING OPENS ITSELF TO THE SCHOOL, CREATING SPACES THAT ENCOURAGE INTERACTION AND INCLUSIVITY. ITS LAYOUT PROMOTES BOTH SOCIAL ENGAGEMENT AND QUIET MOMENTS OF PAUSE, ALLOWING STUDENTS TO USE THE SPACE IN DIFFERENT WAYS THROUGHOUT THE DAY.

ENVIRONMENTAL AWARENESS GUIDED THE DESIGN DECISIONS, ENSURING THE BUILDING RESPONDS RESPONSIBLY TO ITS CONTEXT. AT THE SAME TIME, TECHNOLOGY IS SUBTLY EMBEDDED TO SUPPORT MODERN LEARNING AND CONNECTIVITY.

ULTIMATELY, THIS IS A SPACE FOR STUDENTS, DESIGNED THROUGH THE PERSPECTIVE OF A STUDENT. A PLACE THAT REFLECTS HOW STUDENTS MOVE, GATHER, AND EXPERIENCE CAMPUS LIFE.

GROUND FLOOR PLAN

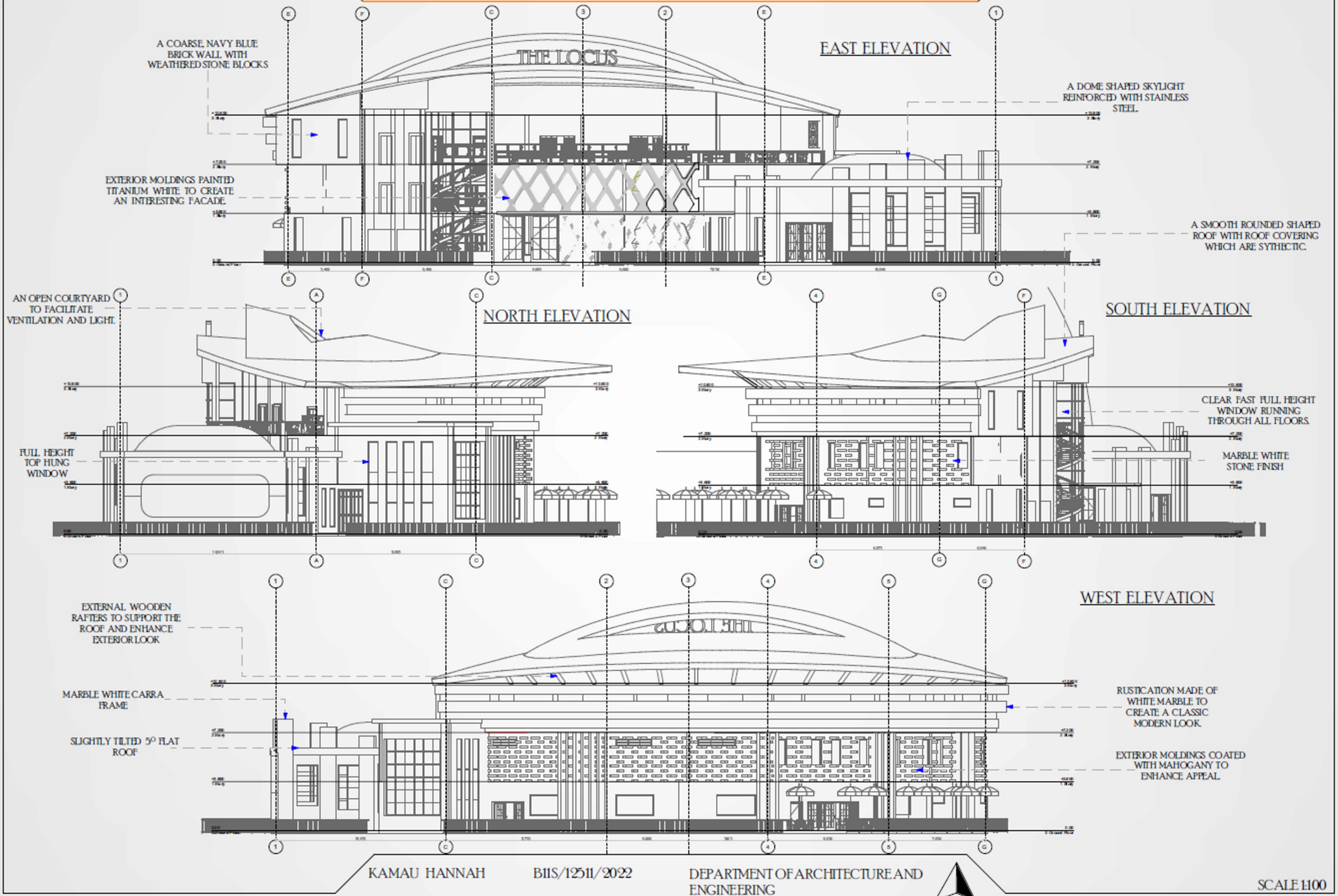


KAMAU HANNAH B11S/12511/2022 DEPARTMENT OF ARCHITECTURE AND ENGINEERING

N

SCALE 1:100

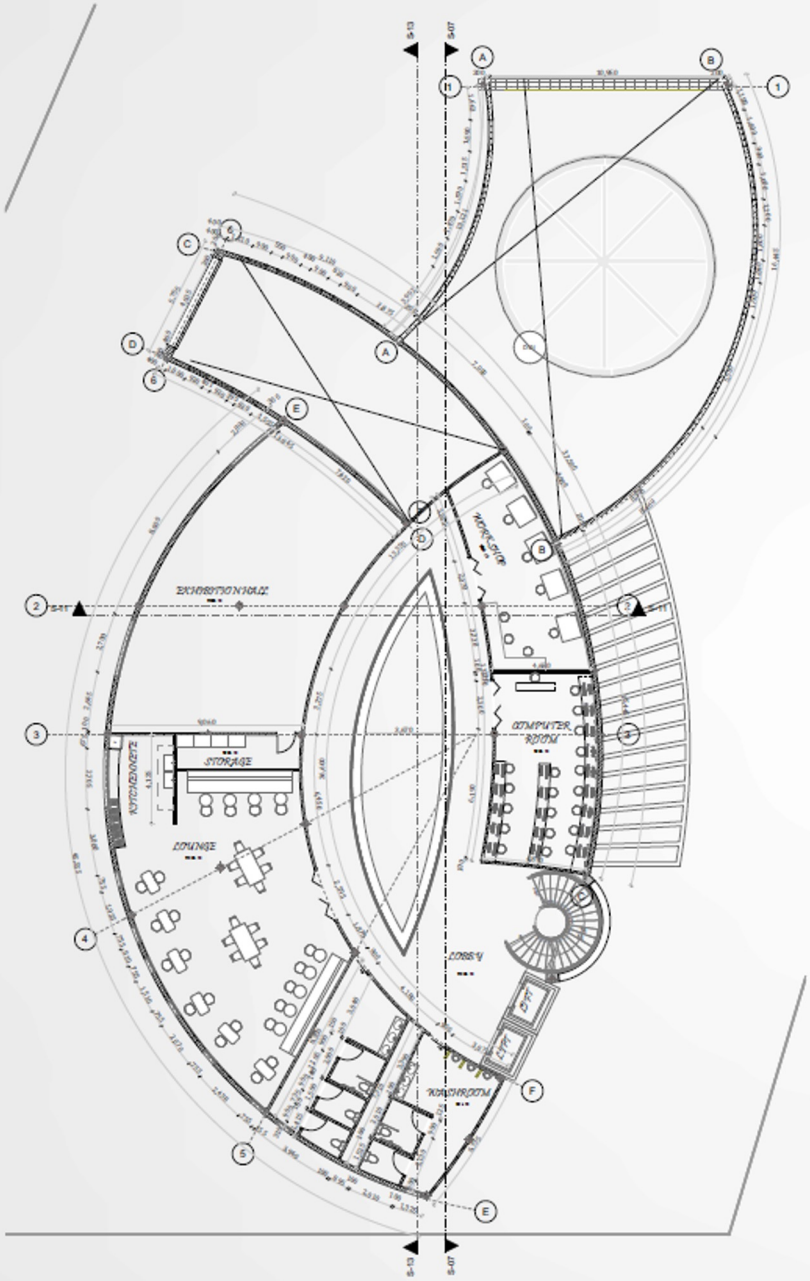
ELEVATIONS



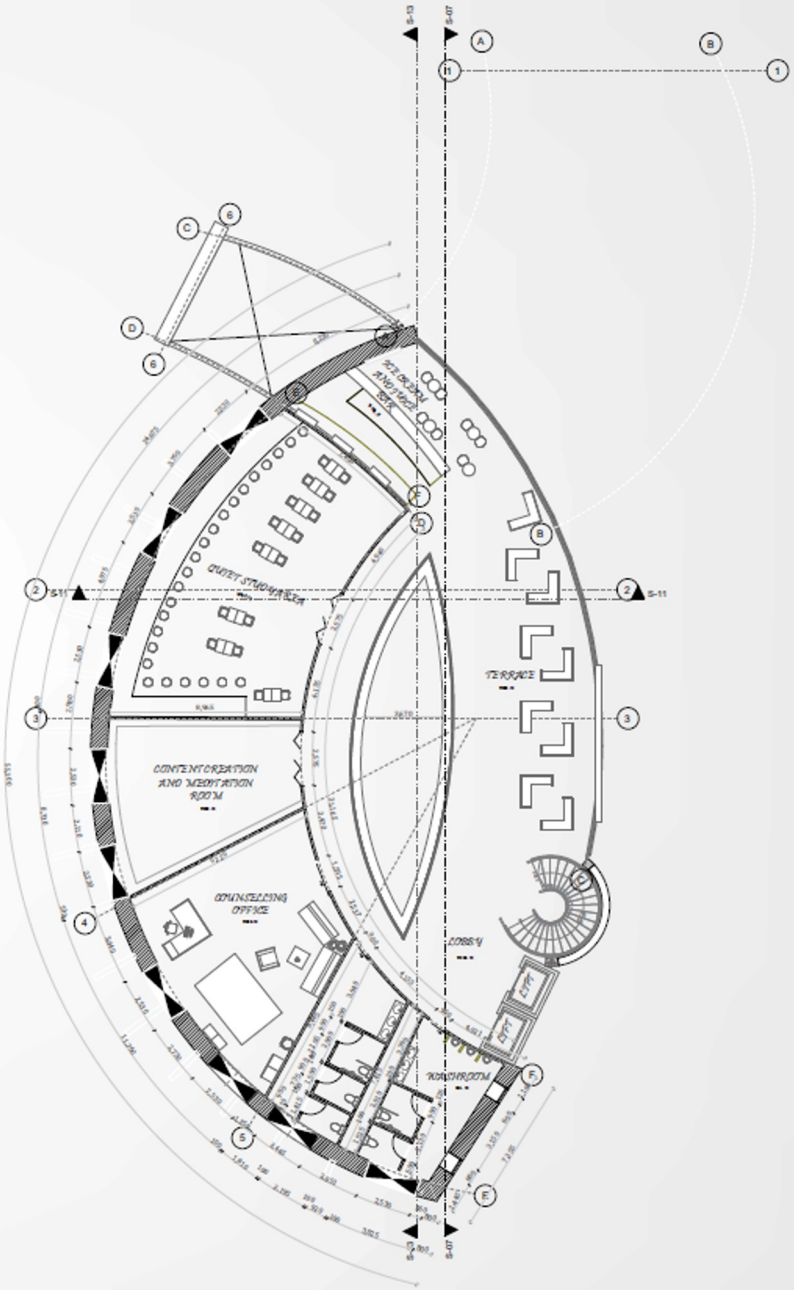
KAMAU HANNAH B11S/12511/2022 DEPARTMENT OF ARCHITECTURE AND ENGINEERING

SCALE 1:100

FLOOR PLANS



2. FIRST STORY



3. SECOND STORY

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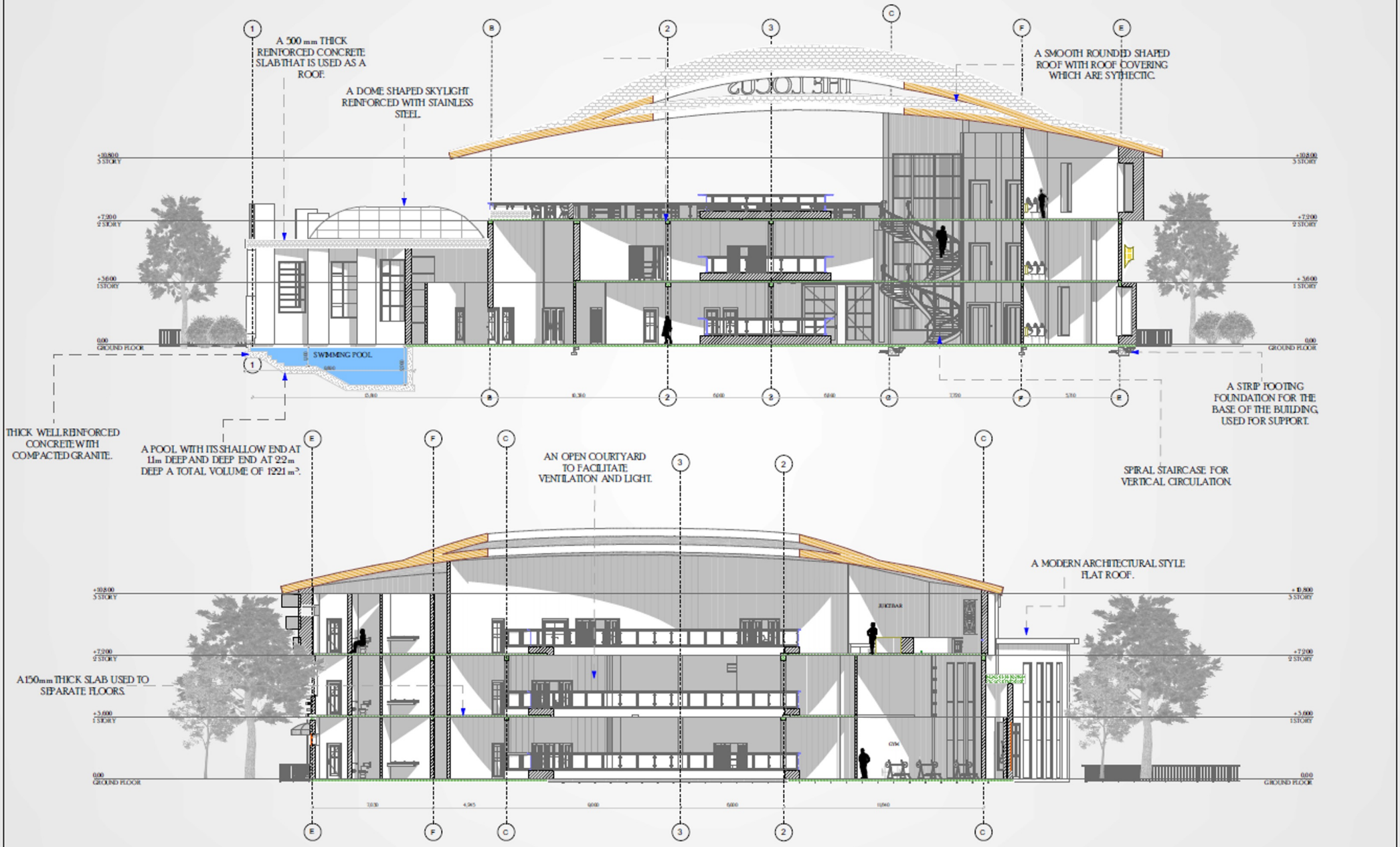
SCALE 1:100

SECTIONS



KAMAU HANNAH B11S/12511/2022 DEPARTMENT OF ARCHITECTURE AND ENGINEERING

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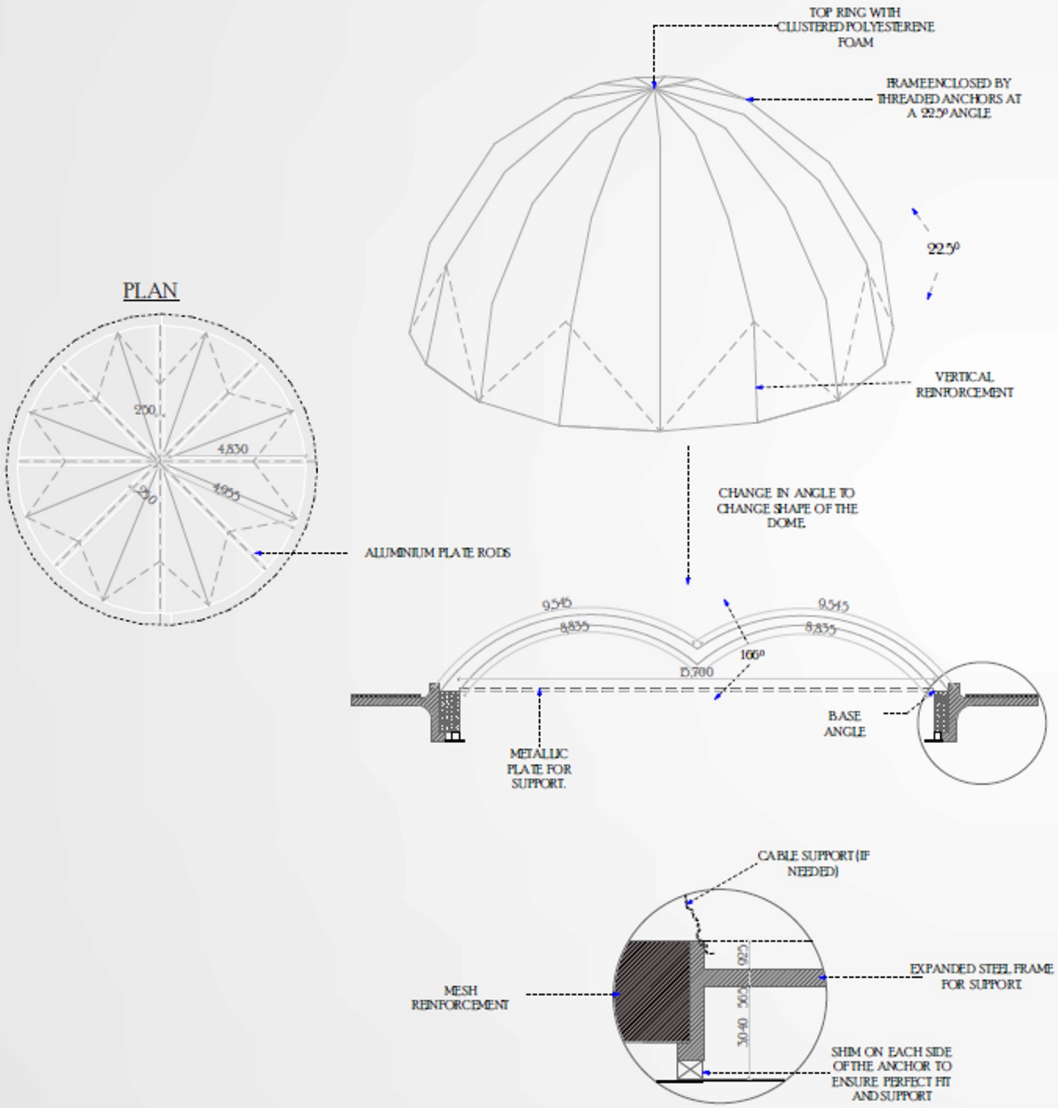
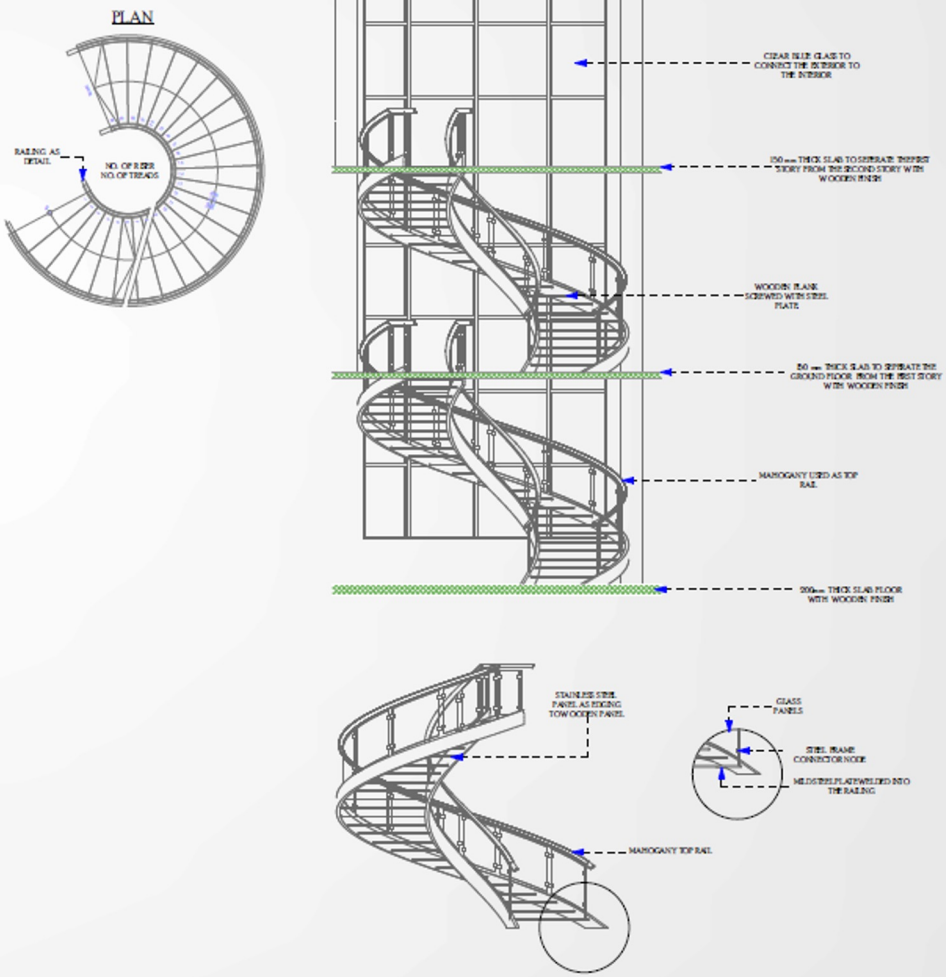
SCALE 1:100

DETAIL DRAWINGS

DETAIL DRAWING OF THE DOME SHAPED ROOF ABOVE THE INDOOR POOL



DETAIL DRAWING OF THE SPIRAL STAIRCASE



KAMAU HANNAH B11S/12511/2022 DEPARTMENT OF ARCHITECTURE AND ENGINEERING

N

SCALE1:50



Indoor Swimming pool



Exterior render



Front view render



Indoor Gym



Scan Me



NAME: **CHRISPUS MUNENE**

INSTITUTION: **Department of architecture and interior design**

I am an outgoing and creative individual who enjoys meeting new people and exploring new experiences. Outside of architecture, I enjoy playing football, swimming, and spending time with friends, which helps me stay active and inspired. My naturally creative mindset is what led me to pursue architecture, where I enjoy exploring how design can shape meaningful spaces and experiences for people.



CONCEPT DEVELOPMENT.

A SOCIAL CIRCUIT.

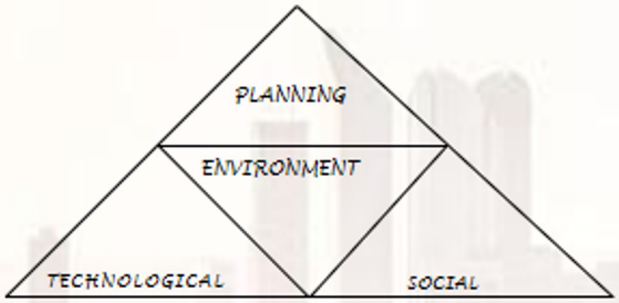


A circuit means a connection
A system where energy flows continuously.

A connection of students, ideas, recreation, culture and interaction.



Social refers to the students life, therefore creating a connection in students life



ENVIRONMENT

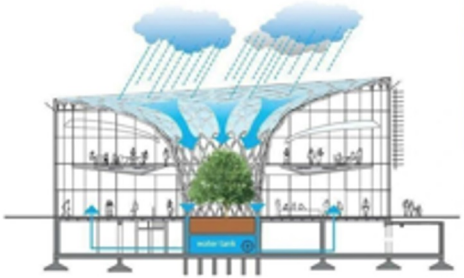
Creating a 'green circuit' using courtyards and pocket gardens day lighting.



courtyards



pocket garden



passive design, including natural ventilation, water harvesting and daylighting.

PLANNING

The whole idea is about connection.

Taking the spaces in the hub and defining them according to their function then connect them together so that everything flows like a circuit.



Recreational spaces + social spaces + quiet and wellness area



SOCIAL CONCEPT.

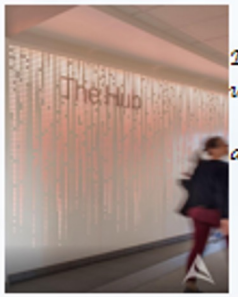
1.Cultural & identity expression
Having walls that can be mobile to display art and culture.



Create a user cntered design emphasizing on comfort and functionality.

TECHNOLOGICAL CONCEPT.

Wayfinding & digital displays that guide students along & digital cultural displays.



Digital screens used to direct and also for display, cultural and innovative.



Curved roofs with smart drainage systems that can help with water harvesting.



Wifi beacons all over so that students can connect digitally.

Using high tech materials.



glass & steel



led lights.

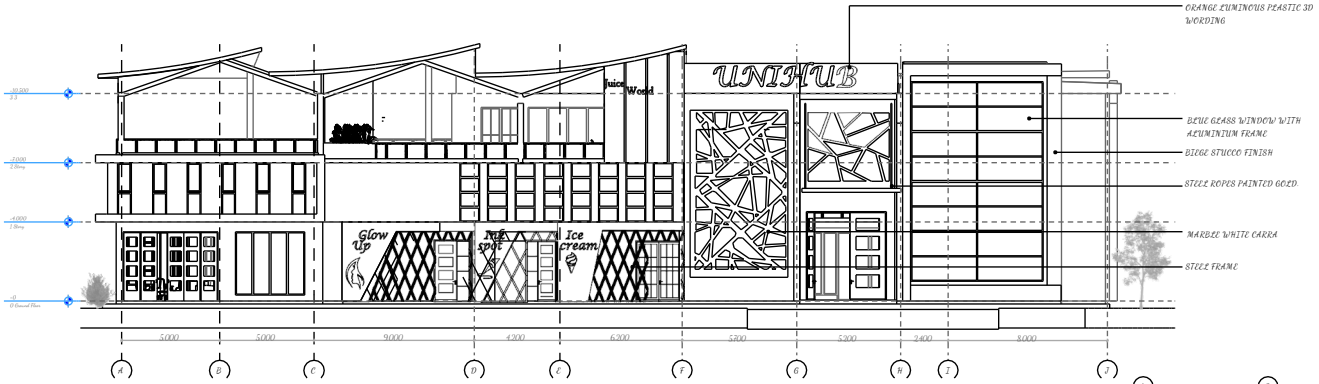


timber,fabric

CHRISPUS MUNENE
B11/0673/2021

ARC 409 MINDS IN MOTION STUDENTS HUB.

ELEVATIONS.





EL

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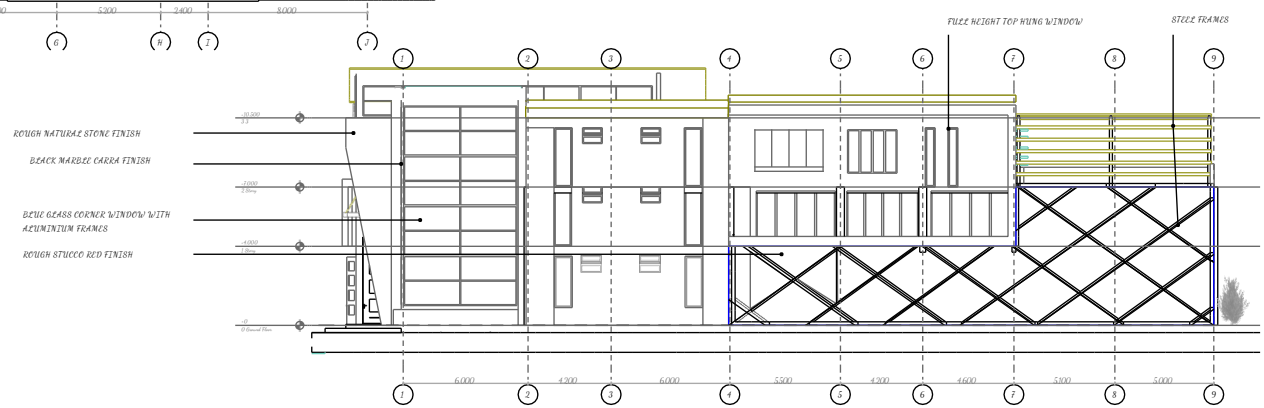

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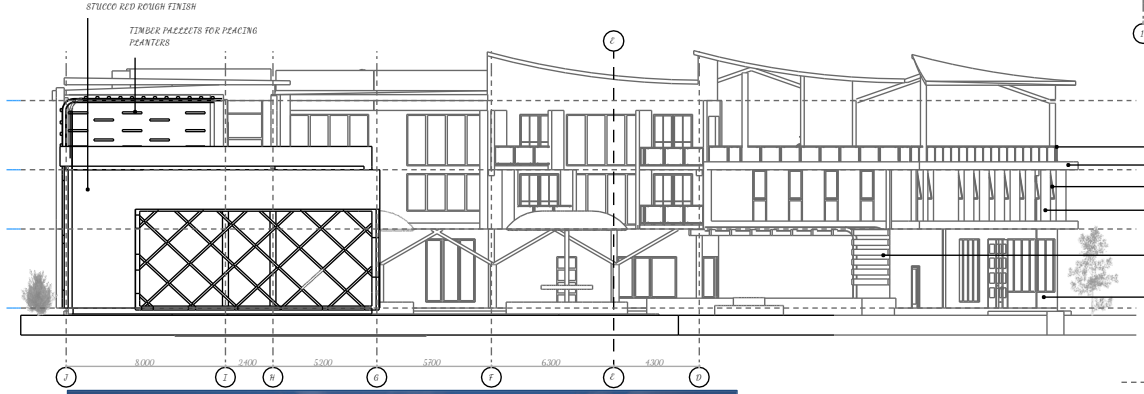

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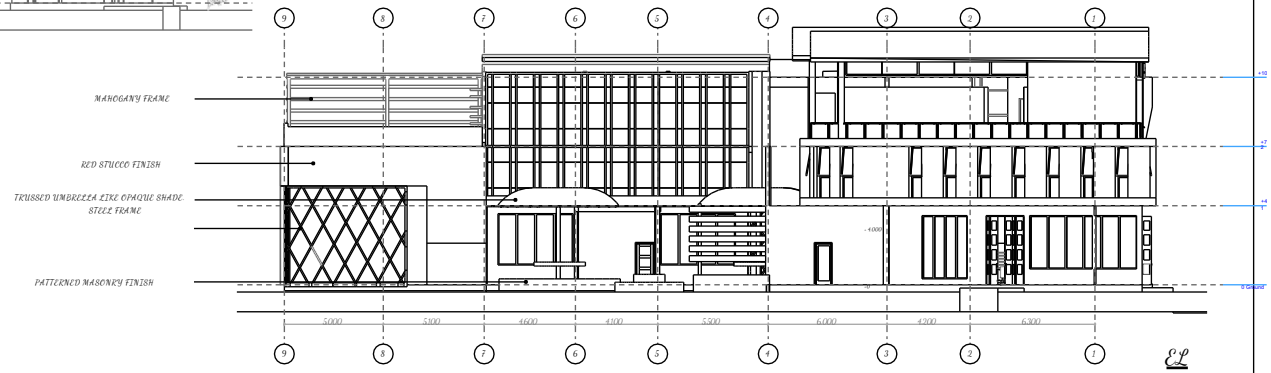


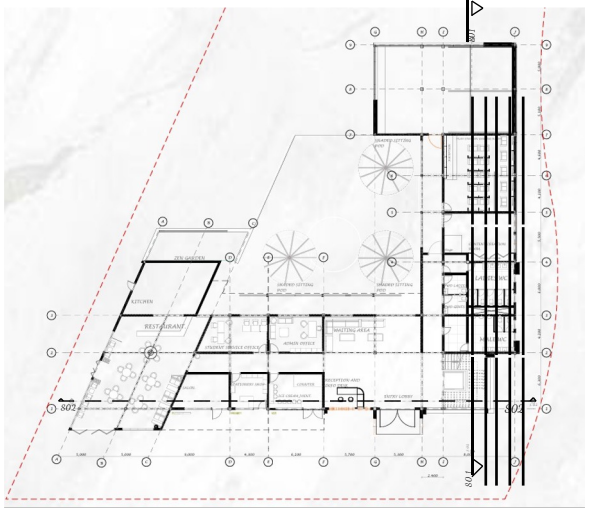
EL

SCALE 1:100

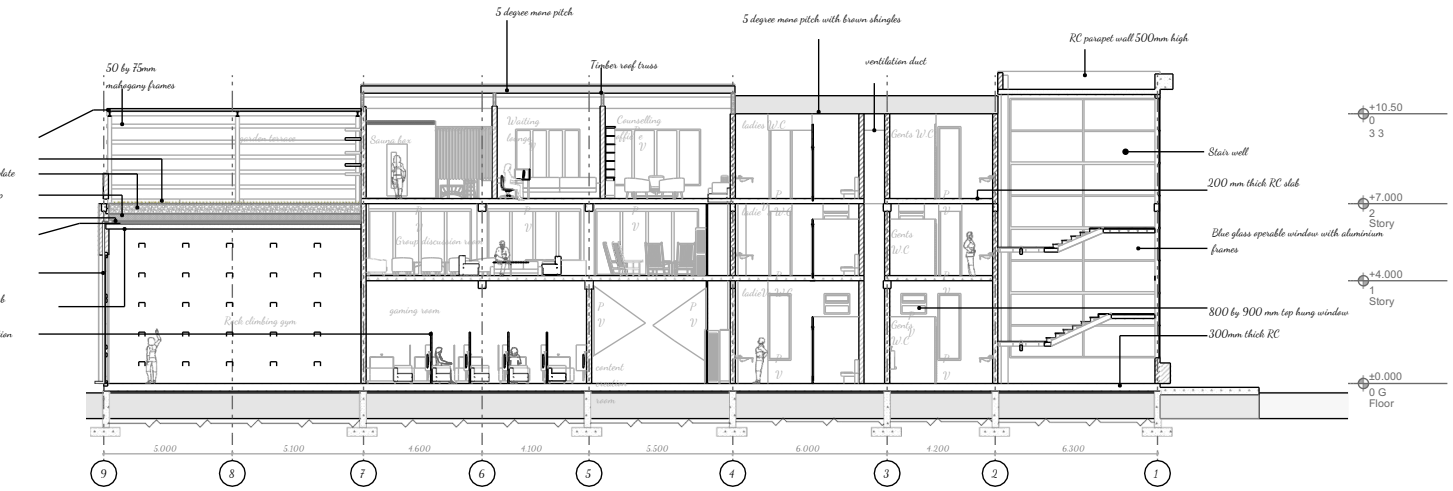
CHRISPUS MUNENE.
B11/0673/2021

ARC 409: MINDS IN MOTION

SECTIONS.







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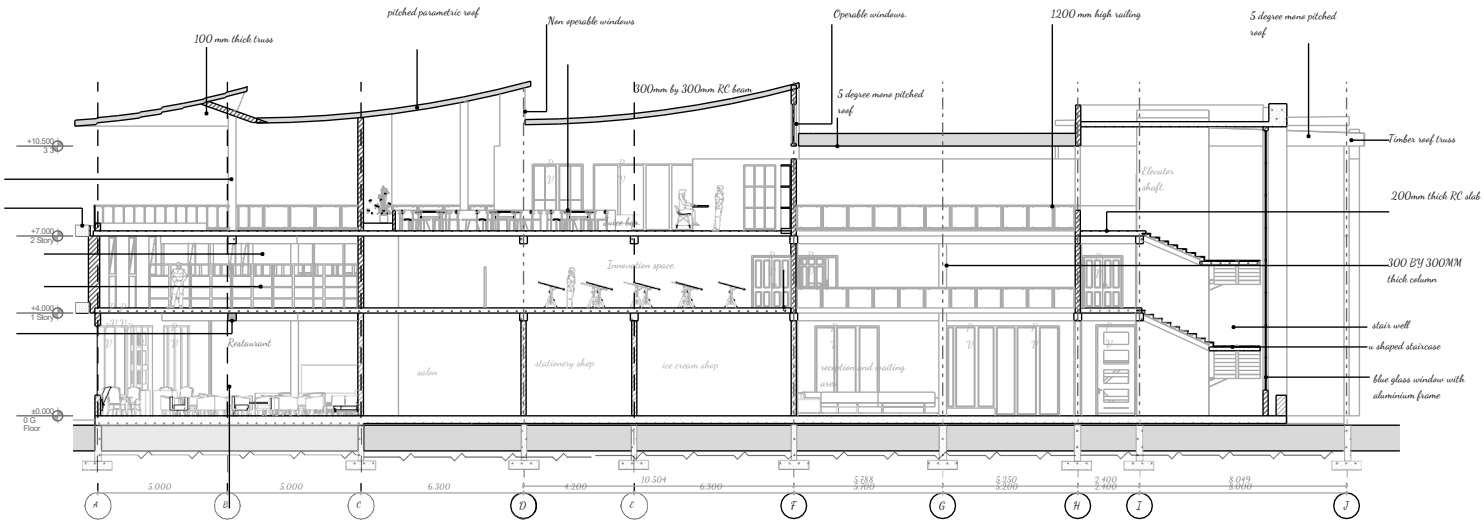

SECTION 02

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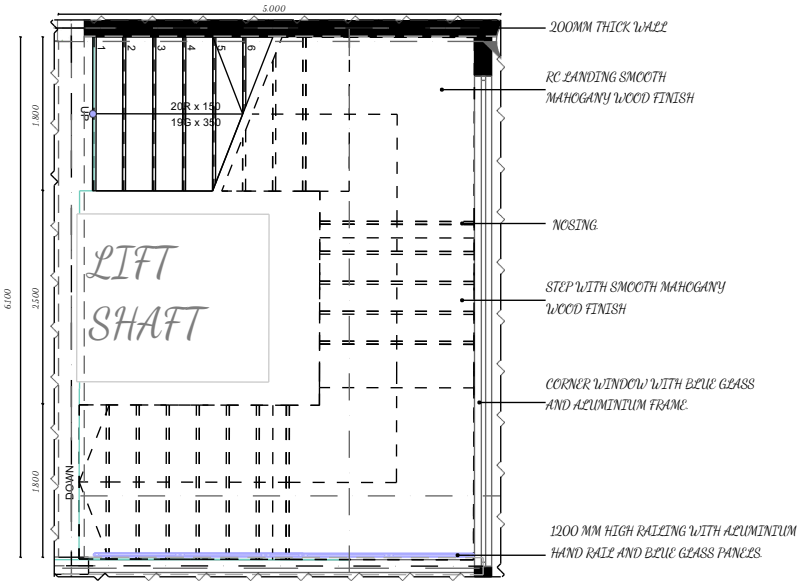
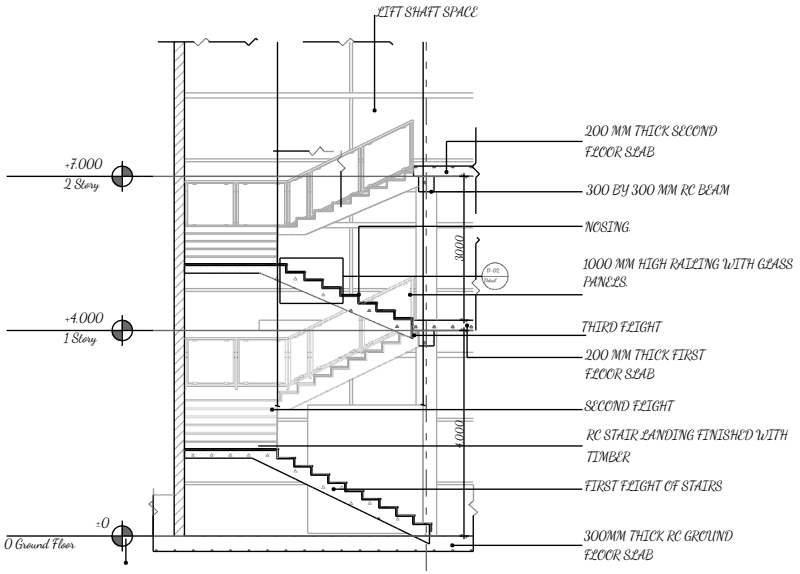
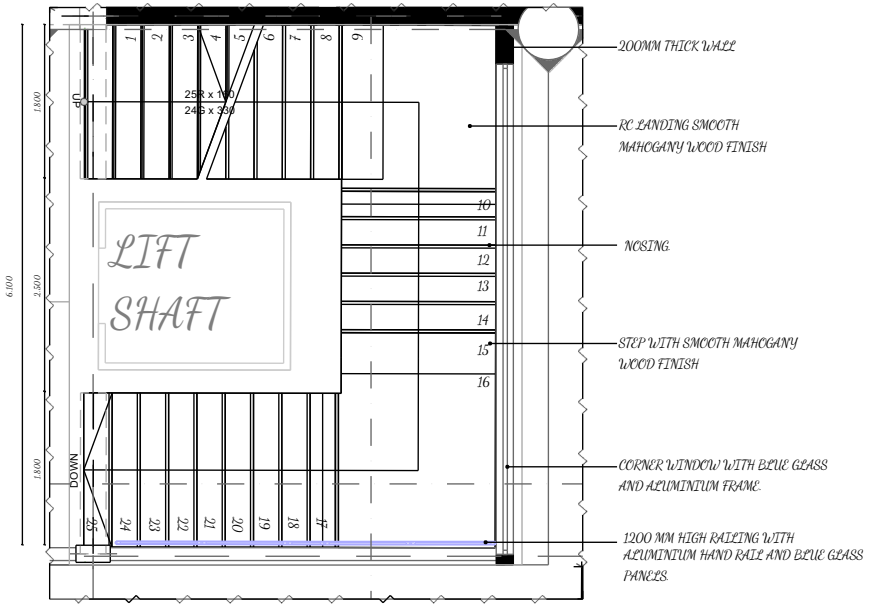
CHRISPUS MUNENE.
B11/0673/2021

ARC 409: MINDS IN MOTION

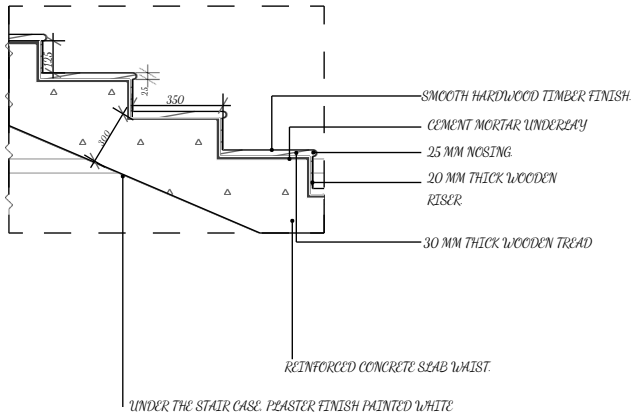


STAIR AT FIRST FLOOR





STAIR AT GROUND FLOOR (D-01)



D-02



A SOCIAL CIRCUIT

THE IDEA WAS TO CREATE A SPACE THAT SCREAMS ENERGY. CREATE A VIBRANT AND WARM SPACES FOR PEOPLE FROM ALL WALKS OF LIFE IN THE UNIVERSITY.







MINDS IN MOTION

NAME:Kaihura Kiiru

INSTITUTION:
Department of Architecture & Interior Design (DAID), Faculty of Engineering and Architecture (SEA), Kenyatta University (KU).

EMAIL ADDRESS:
kaihurakenneth@gmail.com



AUTO BIOGRAPHY

Kaihura Kiiru is an architecture student passionate about creating meaningful and functional spaces. I believe architecture goes beyond buildings,it shapes experiences and influences how people live and interact.

I am inspired by simplicity, innovation, and socially responsive design. Through my academic journey, I have developed skills in conceptual design and spatial planning, always striving to create environments that enhance well-being and serve communities effectively.

My goal is to grow into a professional architect who designs sustainable, impactful spaces that make a positive difference in society.



SITE SELECTION

LOCATION:KENYATTAUNIVERSITY MAIN CAMPUS
NEXT TO THE POST MODERN LIBRARY
CLIENT:KENYATTAUNIVERSITY
AREA:APPROXIMATELY 3000SQM

SITE JUSTIFICATION

A. Steategic Location

The site is centeally located bet•een academic blocks and st§dent residences, ensuring continuous and nat§ral foot teaffic.

B. Enhances St§dent Life

Its proximit* to hostels and lect§re halls suppor¥s spontaneous use of the hub for social, academic, and wellness activities.

C. In§aste§ct§re Readiness

The site is f§lly ser©iced with water, sewer, and power, reducing development lead time.

D. Connectivit* & Access

Well-connected pedesteian routes make the hub easily accessible without vehicular dependency.

E. Safet* & Comfor¥

High visibilit* and sureounding activit* ensure safet* through nat§ral sur©eillance.

FUNCTIONAL LIBRARY

Reception & Info Desk
Multipurpose Lounge
Co-working / St§dy Spaces
Quiet st§dy zone
Group discussion rooms
Innovation / Makerspace
Computer Lab / Digital Hub
Wellness Room
Counseling & Suppor¥
Offices 2 rooms
Café / ReSeshment Area
Indoor Recreational Area
Outdoor Seating / Amphitheater Variable
Exhibition / Display Zone
Washrooms & Suppor¥ Spaces
St§dent ser©ices and info center, storage

PRIVACY GRADIENT

PUBLIC
OUTDOOR AMPHITHEATER
CAFE
DISPLAY ZONE
MULTIPURPOSE LOUNGE
RECEPTION

SEMI - PUBLIC
CO WORKING ZONES
GROUP DISCUSSION ROOOMS
COMPUTER LAB
MAKERSPACE

PRIVATE
QUIET STUDY AREA
COUNSELLING ROOMS
MEDITATION ROOMS

NOISE GRADIENT

MOST NOISY
AMPHITHEATER
CAFE
LOUNGE
INDOOR RECREATION AREA
CO WORKING AREA
GROUP ROOMS
MAKERSPACE
DIGITAL HUB
QUIET STUDY ZONES
MEDITATION ROOM
COUNSELLING ROOMS
LEAST NOISY

VIEW GRADIENT

PUBLIC VIEWS
OUTDOOR AMPHITHEATER
CAFE
EXHIBITION AREA
LOUNGE
CO WORKING ZONE

CONTROLLED VIEWS
GROUP ROOMS
DIGITAL HUBS
MAKERSPACE
INDOOR RECREATION
RECEPTION

PRIVATE VIEWS
QUIET STUDY ZONE
COUNSELLING ROOMS
WELLNESS ROOM
MEDITATION ROOM

CLUSTERS

SOCIAL	RECREATIONAL	EDUCATIONAL	WELLNESS	SUPPORT
RECEPTION	INDOOOR RECREATIONAL ZONE	CO WORKING STUDY AREAS	COUNSELLING &SUPPORT OFFICES	STUDENT SERVICES
MULTIPURPOSE LOUNGE	OUTDOOR SEATING AREA	QUIET STUDY ZONES	WELLNESS/MEDITATION ZONE	OFFICE
CAFE		GROUP DISCUSSION ZONES		STORAGE
DISPLAY ZONE		COMPUTER LAB		WASHROOMS
		INNOVATION HUB		SERVICES ACCESS

AREA-VOLUME ANALYSIS

SOCIAL CLUSTER

RECEPTION 40 — MULTIPURPOSE LOUNGE 140 — CAFE 100 — DISPLAY ZONE 60

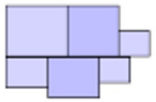
340sqm



EDUCATIONAL CLUSTER

CO WORKING AREAS 100 — QUIET STUDY ZONES 40 — GROUP DISCUSSION 60 — COMP LAB 80 — INNOVATION SPACE 100

380sqm

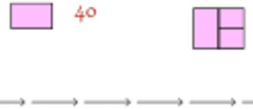


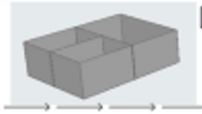


WELLNESS CLUSTER

WELLNESS /MEDITATION ZONE 40 — COUNSELLING&SUPPORT OFFICES 40

80sqm



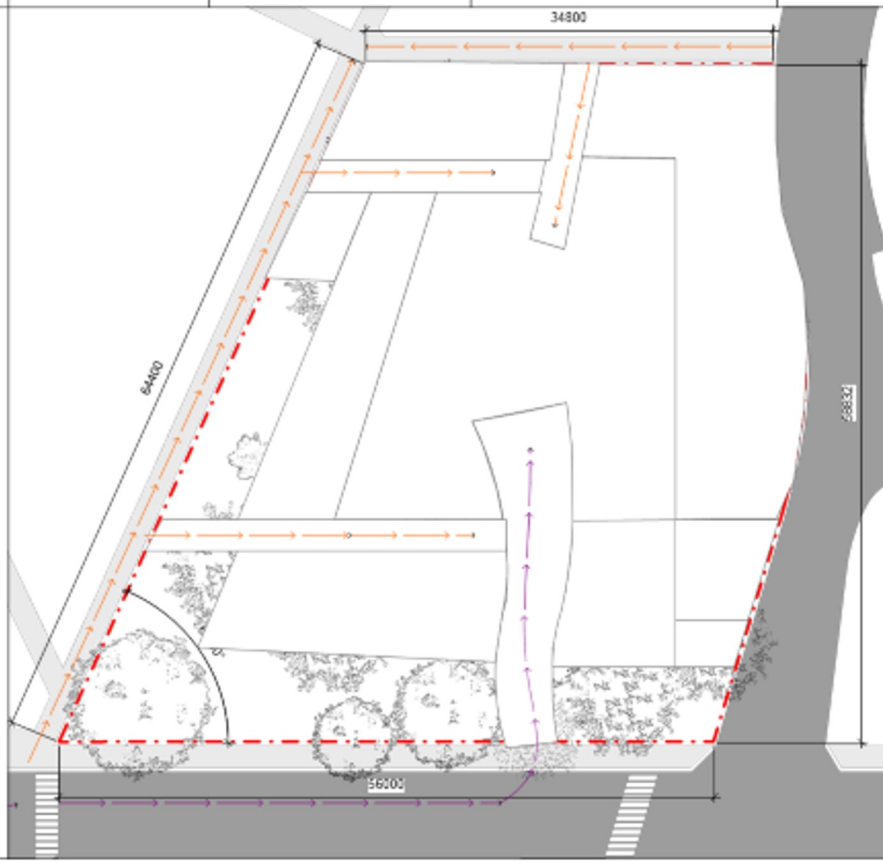


RECREATIONAL CLUSTER

INDOOR RECREATIONAL AREA 100 — OUTDOOR AMPHITHEATER 100

200sqm





KAIHURA KIIRU

Bn/0669/2022

ARC 405

24/11/2025

LEGEND

VEHICULAR ACCESS

PEDESTRIAN ACCSESS

EDUCATIONAL CLUSTER

SOCIAL ZONES

WELLNESS ZONES

RECREATIONAL ZONES

SUPPORT ZONES

PHILOSOPHY & CONCEPT

DESIGN PHILOSOPHY

BELONGING IN MOTION

This philosophy means:
Students experience belonging gradually, through movement.
Identity, relationships, and confidence shift and grow over time.
Architecture should express motion, transition, and evolution.
The hub must feel alive, never static.

DESIGN CONCEPT

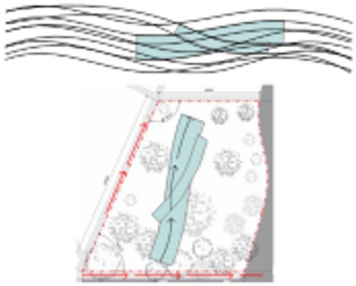
THE STUDENT CURRENT

This concept interprets student life as:
A flowing current
With moments of speed (activity)
Moments of pause (reflection)
Convergence points (social connections)
And direction shifts (growth & exploration)
The building = A physical current of student life.

ELEMENTS OF THE CONCEPT REFLECTED IN THE FORM

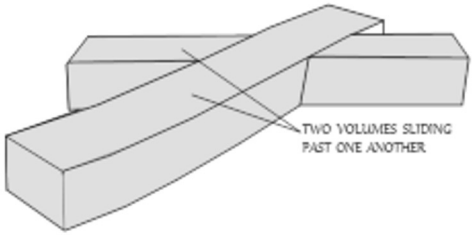
A)DIRECTIONALITY(FORWARD MOTION)

Philosophy: Students are always evolving.
Concept: A current flows forward.
Architectural Element:
A long, directional bar
Angled or stretched massing
A form pointing toward campus movement



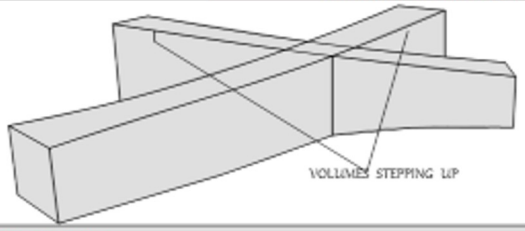
B)LAYERING(EVOLVING IDENTITY)

Philosophy: Students have multiple layers of identity developing over time.
Concept: A current has layers, depths, and intensities.
Architectural Element:
Two or more volumes sliding past one another
Overlapping roofs or planes



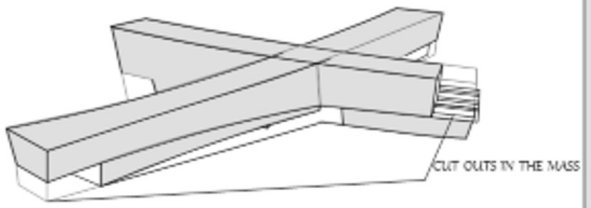
C)VERTICAL SHIFT

Philosophy: Students rise over time — they grow.
Concept: A current can lift or drop in motion.
Architectural Element:
A roof that slopes upward
Volumes that step up



D)CUTS & VOIDS

Philosophy: Belonging grows in pauses — small interactions, reflection.
Concept: A current slows down in pools and eddies.
Architectural Element:
Curved terraces
Recessed plazas
Voids or cut-outs in the mass



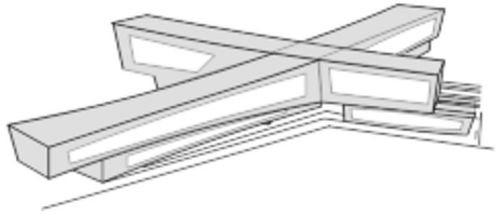
E)CONFLUENCE NODE

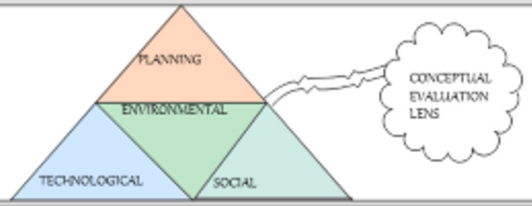
Philosophy: Belonging is created where students meet.
Concept: A current converges at a pool.
Architectural Element:
A central plaza or staircase



E)TRANSPARENCY

Philosophy: Community should be visible and open.
Concept: A current reveals what flows within it.
Architectural Element:
Large glass surfaces
Transparent edges and corners





TECHNOLOGICAL CONCEPT

Technology in architecture is about how the building uses modern materials, construction techniques, digital systems, and adaptable spaces to support current and future users.

HOW TO ACHIEVE THIS:

A)Smart Building Systems



B)Material Innovation
Combination of steel, glass, engineered timber, cable structures, or prefabricated elements.
Materials that allow open spaces → creating flexible internal layouts.



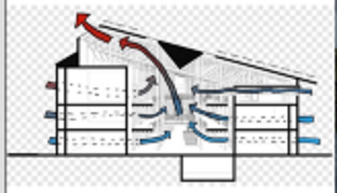
C)Future Adaptable
Modular furniture.
Movable partitions.



ENVIRONMENTAL CONCEPT

Environmental design deals with how a building responds to climate, site context, daylight, ventilation, and ecological impact.

A)Passive Cooling and Ventilation
Proper building orientation.
Cross-ventilation through openings on opposite facades.
Shaded outdoor spaces.



B)Daylighting Strategies
Large windows with appropriate shading.
Light shelves.



C)Landscape Integration
Outdoor study spaces.
Green pockets and planted terraces.
Trees for shading and microclimate improvement.



SOCIAL CONCEPT

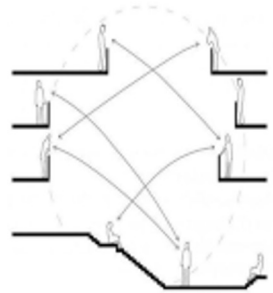
Architecture should support human interaction, comfort, belonging, and community.

HOW TO ACHIEVE THIS:

A)Inclusivity in Desig
Universal accessibility.
Spaces that support diverse activities equally.
Culturally neutral and safe environments.



B)Visual Connectivity
Open floor plates.
Mezzanines and atrial balconies.
Glass partitions allowing social awareness.



C)Mixed-Scale Spaces
Smaller nooks for private study.
Medium group collaboration zones.
Large open lounges for high activity.

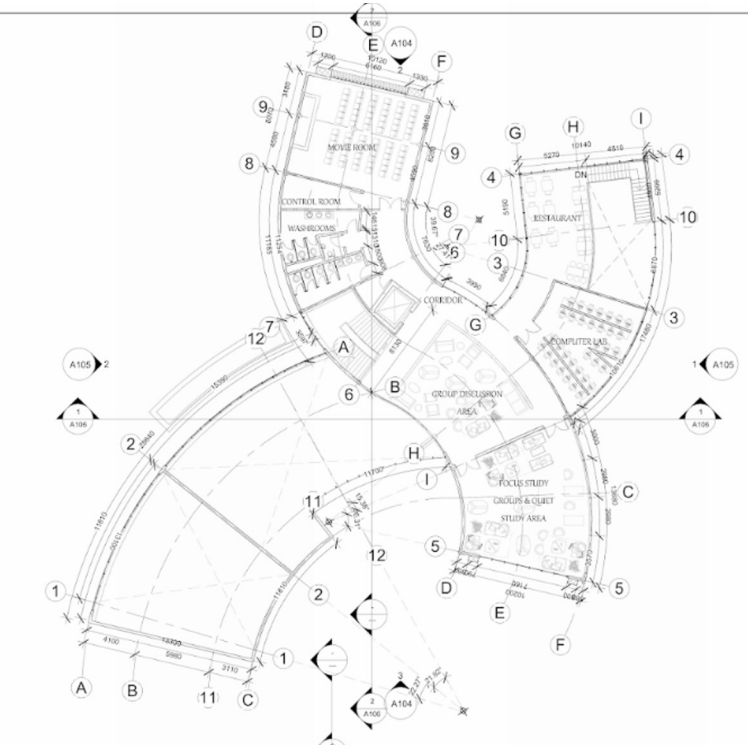


KAIHURA KIIRU	PHILOSOPHY & CONCEPT
B11/0669/2022 ARC 405	STUDENT HUB DESIGN PROJECT

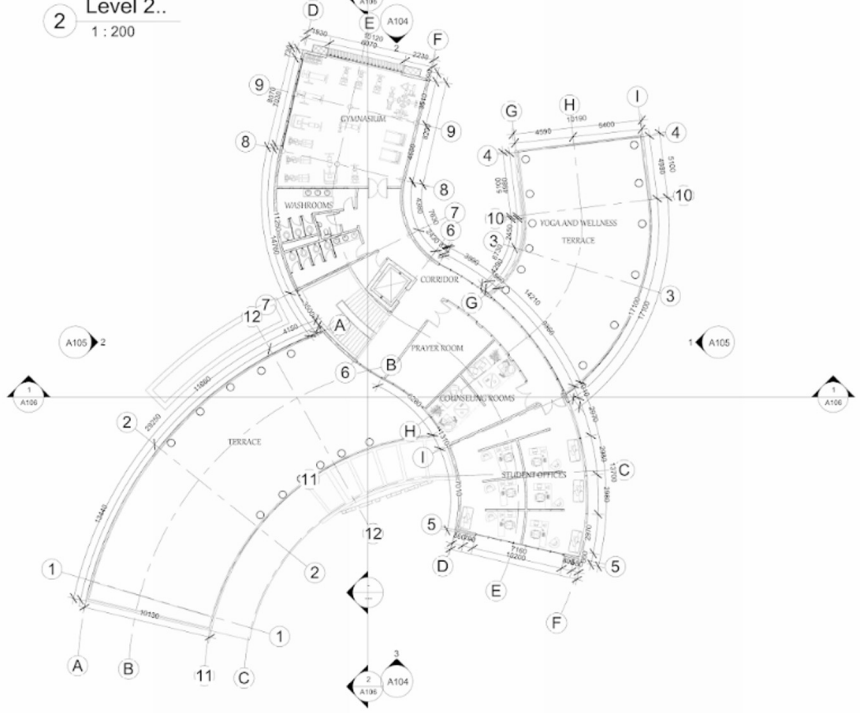
PLANS



1 Level 1
1 : 200

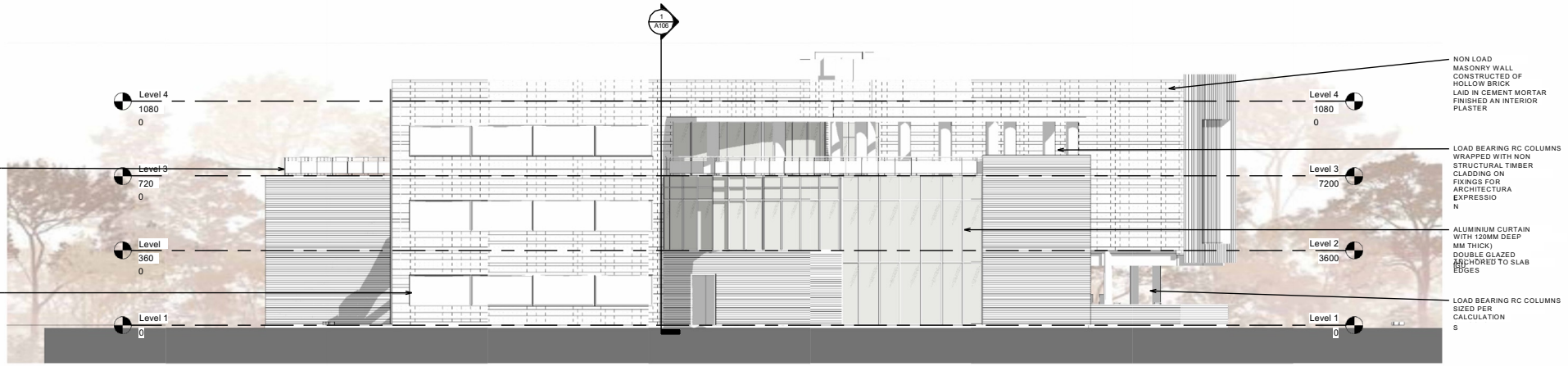


2 Level 2..
1 : 200



3 Level 3..
1 : 200

ELEVATIONS



1 East

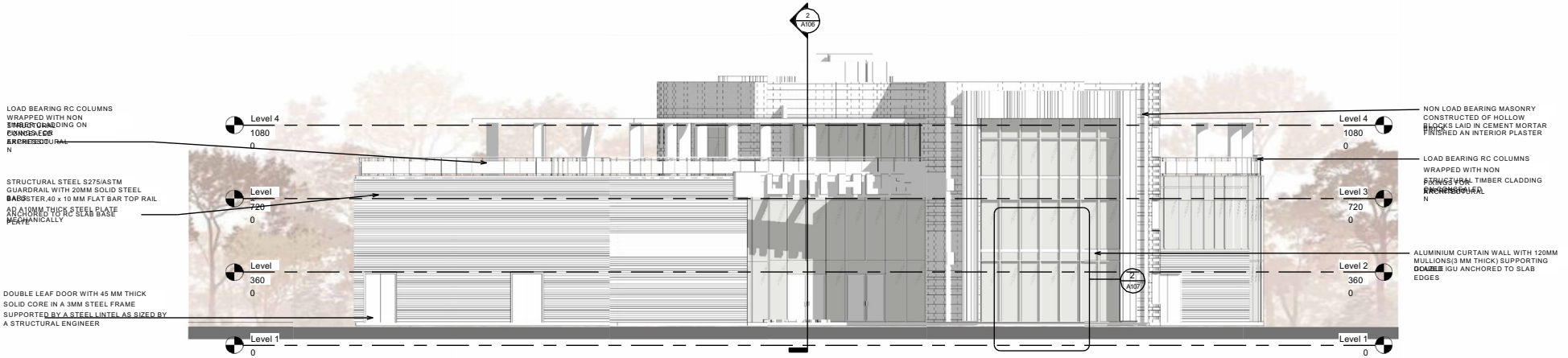
1 : 100



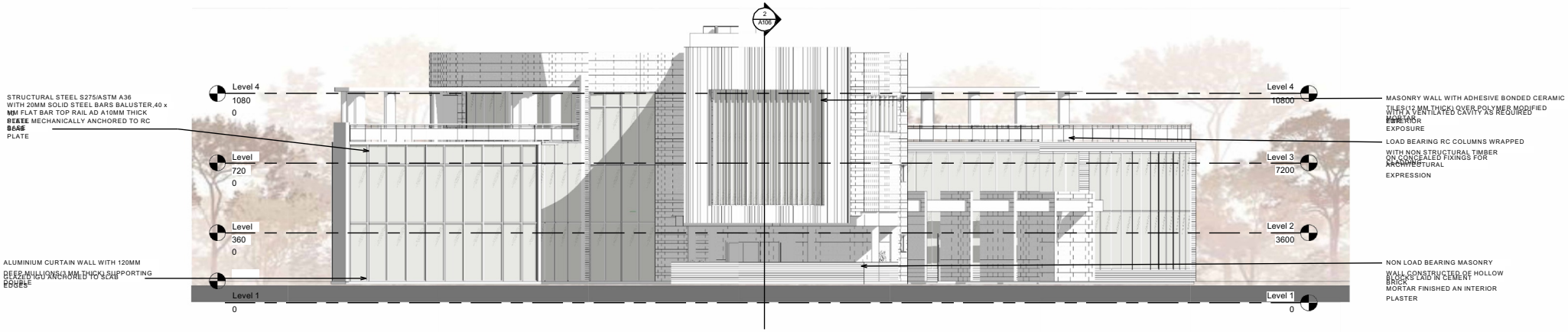
2 West

1 : 100

ELEVATIONS

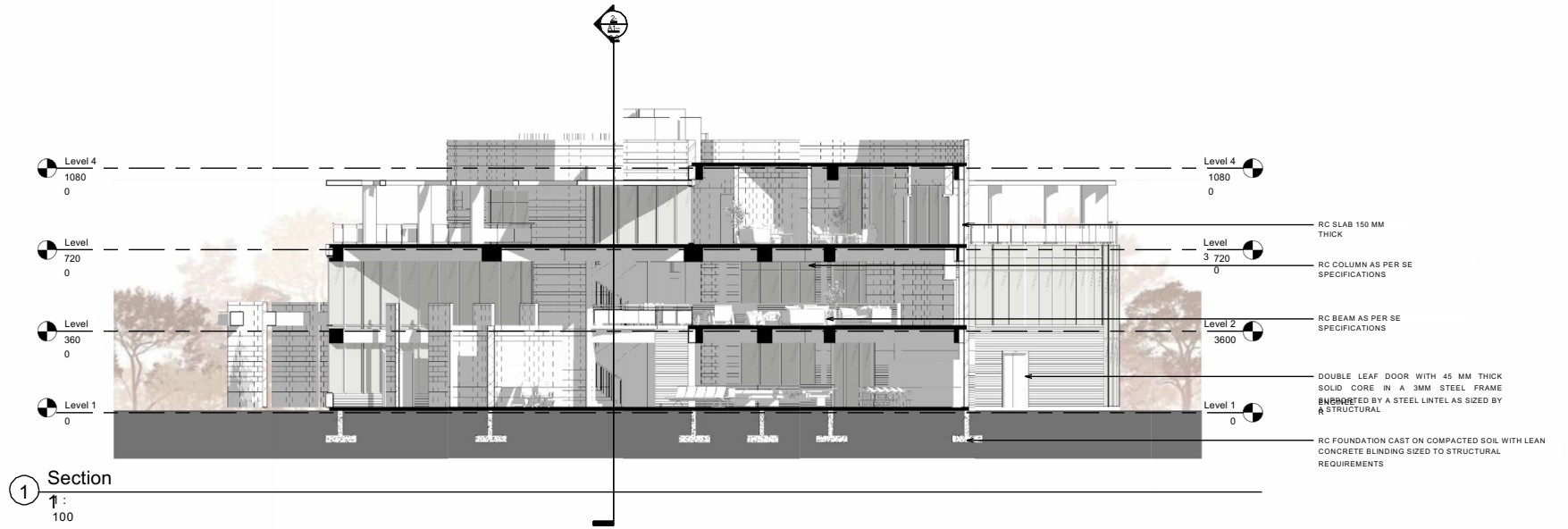


3 South
1 : 100

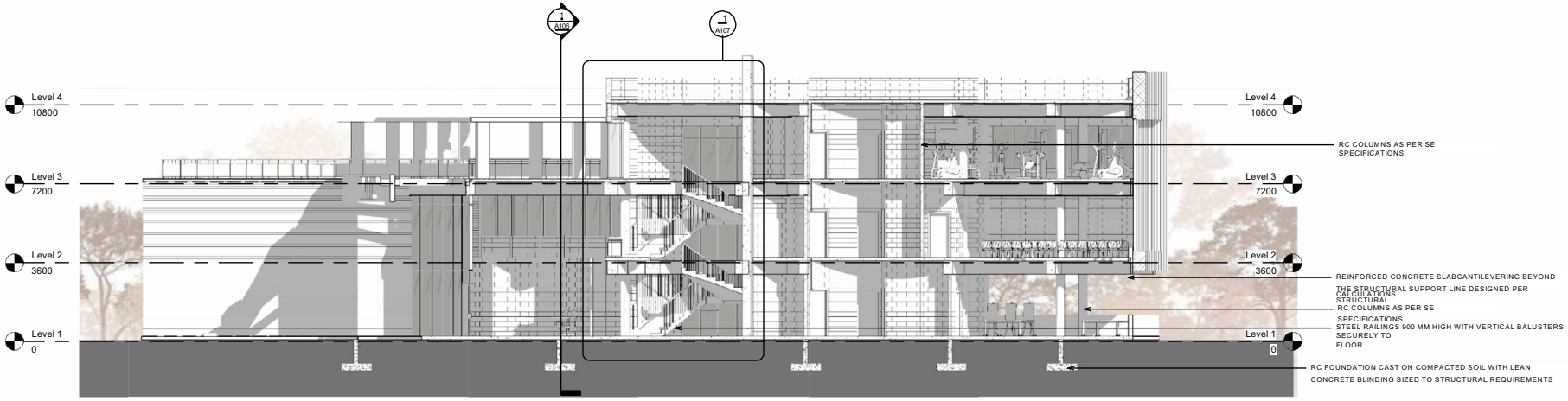


2 North
1 : 100

SECTIONS



1 Section
1 : 100



2 Section
2 : 100

3D'S



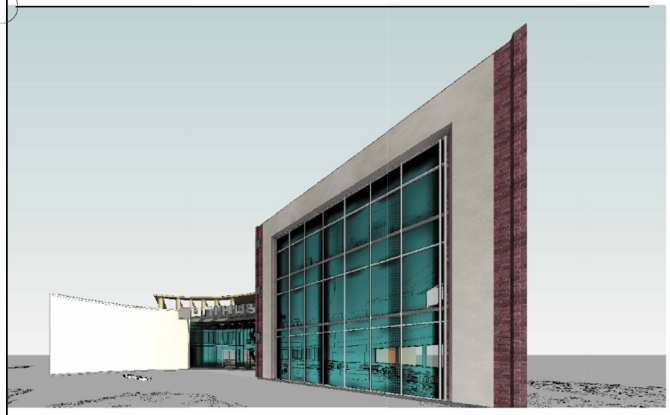
6 INDOOR RECREATION



7 RESTAURANT 2

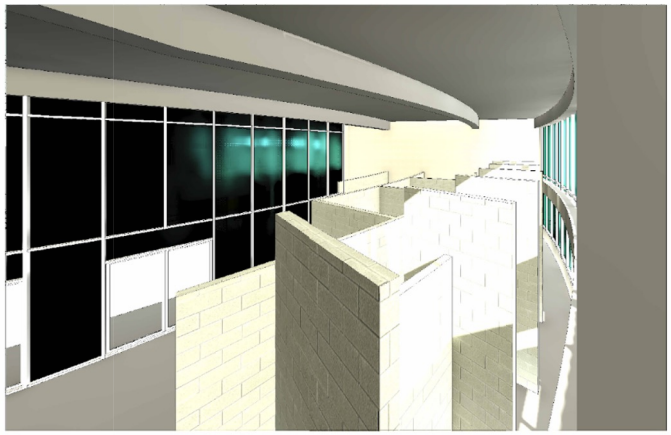


1 GYM



5 EXTERIOR VIEW



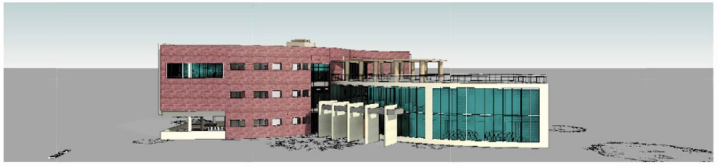


9 EXHIBITION ROOM



4 EXTERIOR 3

8 RESTAURANT





3 EXTERIOR VIEW

2 EXTERIOR VIEW







Crispin Nduati
Architectural Designer | Minimalist Vernacular Exploration

Crispin Nduati is a 22-year-old architecture student from Nairobi, Kenya, currently studying at Kenyatta University. His developing design outlook is rooted in minimalism, exploring the intersection between vernacular sensibilities and the honest expression of materials, occasionally drawing subtle influence from brutalist architecture.

Initially choosing architecture as a practical and sensible path, his appreciation for the discipline has steadily grown through academic study and exposure to the professional field. Nduati approaches design from an analytical perspective, studying precedents and understanding what works in built environments before adapting those lessons into his own architectural responses.

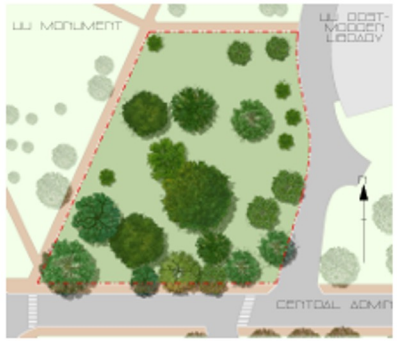
Working primarily with Archicad, he continues to develop his skills in digital modelling and technical detailing, viewing precision and clarity in construction as essential aspects of architecture. He is particularly inspired by the independent journey of Tadao Ando, whose disciplined approach to learning and design reflects Nduati's own evolving philosophy.

His interests currently lie in residential architecture, with aspirations to expand into commercial design. Inspired by the evolving skyline of Nairobi, he hopes to contribute to improved urban planning in Kenya while advocating for greater public awareness of planning and a more accessible architectural profession.

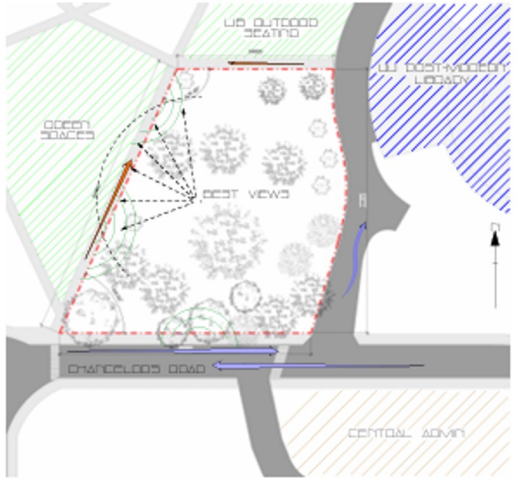
SITE SELECTION

LOCATION: KENYATTA UNIVERSITY, NAIROBI, KENYA

CLIENT: KENYATTA UNIVERSITY



SITE JUSTIFICATION



LEGEND

VEHICULAR ACCESS

PEDESTRIAN ACCESS

NOISE

BEST VIEWS

ACCESS: BOTH VEHICULAR AND PEDESTRIAN ACCESS TO THE SITE

CENTRALITY: LOCATION OF SITE WITHIN EASY REACH FROM MOST CORNERS OF THE SCHOOL

SERVICES: THE SITE IS WITHIN REACH OF THE LIBRARY, MONUMENT AND CENTRAL ADMIN

PUBLIC VIEWS: THE LOCATION OF THE SITE MAKES IN VISIBLE FROM ALL SIDES

FOOT TRAFFIC: HEAVY FOOT TRAFFIC IN AND AROUND THE SITE ALLOWING USERS COLLIDE WITH THE SITE

BRIEF ANALYSIS

Functional Requirements and Spaces

THE STUDENT HUB SHOULD PROVIDE AN INTEGRATED MIX OF FORMAL, INFORMAL, AND SOCIAL SPACES, GROUPED IN FUNCTIONAL CLUSTERS FOR EFFICIENCY, INTERACTION, AND SYNERGY.

a) ACADEMIC & LEARNING CLUSTER

- COLLABORATIVE STUDY ZONES
- GROUP DISCUSSION ROOMS
- INNOVATION SPACES
- DIGITAL RESOURCE CENTRES
- TUTORIAL AND SEMINAR ROOMS
- ACADEMIC SUPPORT OFFICES

b) SOCIAL & INTERACTION CLUSTER

- CENTRAL SOCIAL LOUNGE/ATRIUM
- CAFE
- STUDENT CLUB OFFICES
- MULTIPURPOSE ROOMS
- EXHIBITION AND EVENT SPACES
- OUTDOOR PLAZAS/ SPILLOVERS
- INTERACTION AREAS

c) WELLNESS & RECREATIONAL CLUSTER

- FITNESS AND WELLNESS STUDIO
- COUNSELLING OFFICES
- INDOOR GAMES/ RECREATION SPACES
- OUTDOOR RECREATION ZONES (green -courtyards, sports spill areas).

d) CULTURAL & EXPRESSION CLUSTER

- PERFOMANCE SPACE
- ART AND CULTURAL STUDIOS
- MAKERSPACE/ CREATIVE STUDIOS
- DISPLAY/ EXHIBITION GALLERIES

e) SUPPORT & SERVICE CLUSTER

- ADMIN OFFICES
- STORAGE AND SERVICE ROOMS
- WASHROOMS & CHANGING ROOMS
- ACCESSIBILITY PROVISIONS (ramps, lifts, tactile paths).

PRIVACY GRADIENT

PUBLIC SPACES

- OUTDOOR SEATING
- RECEPTION AND INFO
- MULTIPURPOSE LOUNGE
- CAFE
- EXHIBITION

SEMI-PRIVATE

- INDOOR RECREATION
- CO-WORKING SPACES
- GROUP DISCUSSION ROOMS
- DIGITAL HUB
- STUDENT SERVICES

PRIVATE SPACES

- QUIET STUDY ROOMS
- INNOVATION SPACE
- WELLNESS ROOMS
- COUNSELLING AND SUPPORT
- WASHROOMS

NOISE GRADIENT

LOUD ZONES — High Noise

- INDOOR RECREATION AREA
- CAFE / REFRESHMENT AREA
- MULTIPURPOSE LOUNGE
- OUTDOOR SEATING/ AMPHITHEATRE
- EXHIBITION DISPLAY ZONE
- RECEPTION INFO DESK
- ATRIUM

MODERATE NOISE ZONES

- CO-WORKING/ STUDY SPACES
- GROUP DISCUSSION ZONES
- INNOVATION MAKERSPACE
- COMPUTER LABS/ DIGITAL HUB
- STUDENT SERVICES & INFO CENTRE

QUIET ZONES — Low Noise

- QUIET STUDY ZONE
- PRIVATE STUDY AREAS
- COUNSELLING & SUPPORT OFFICES
- WELLNESS ROOMS
- STAFF SUPPORT
- STORAGE/ BACK OF HOUSE

SERVICE GRADIENT

PUBLIC-FACING SERVICES

- RECEPTION & INFO DESK
- CAFE
- SECURITY DESK
- CAFE SERVICE COUNTERS
- POS SUPPORT
- STUDENT SERVICES COUNTERS

SEMI-SUPPORT SERVICES

- IT HELPDESK
- DIGITAL HUB SUPPORT
- STUDY EQUIPMENT LOAN
- RECEPTION
- COUNSELLING RECEPTION

RESTRICTED TECHNICAL SERVICES

- MAJOR IT SERVERS
- MAKERSPACE TOOL STORES
- EQUIPMENT WORKSHOP
- MECHANICAL & ELECTRICAL PLANT ROOMS

VISUAL GRADIENT

TOP PRIORITY

- QUIET STUDY ZONE
- CO-WORKING/ STUDY SPACES
- CAFE SEATING
- MULTIPURPOSE LOUNGE
- MAKERSPACE (daylight side)
- INDOOR RECREATION

MID PRIORITY

- RECEPTION & INFO DESK
- EXHIBITION DISPLAY
- GROUP DISCUSSION ROOMS
- STUDENT SERVICES COUNTERS
- COMPUTER LABS/ DIGITAL HUB
- MULTIPURPOSE HALL
- ATRIUM BALCONIES/ CIRCULATION
- HEDGES

LOW PRIORITY

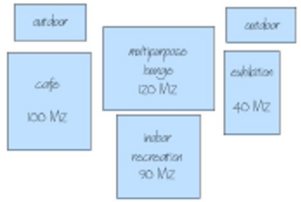
- COUNSELLING ROOMS
- WELLNESS ROOMS
- STORAGE
- STAFF SUPPORT OFFICES
- SERVERS/ IT ROOM
- WASHROOMS

ACADEMIC AND LEARNING CLUSTER



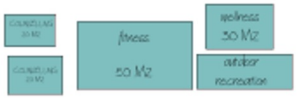
AREA: 450 M2

SOCIAL AND INTERACTION CLUSTER



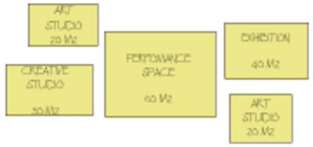
AREA: 350 M2

WELLNESS & RECREATION CLUSTER



AREA: 120 M2

CULTURAL AND EXPRESSION CLUSTER



AREA: 170 M2

SUPPORT AND SERVICE CLUSTER



AREA: 70 m2

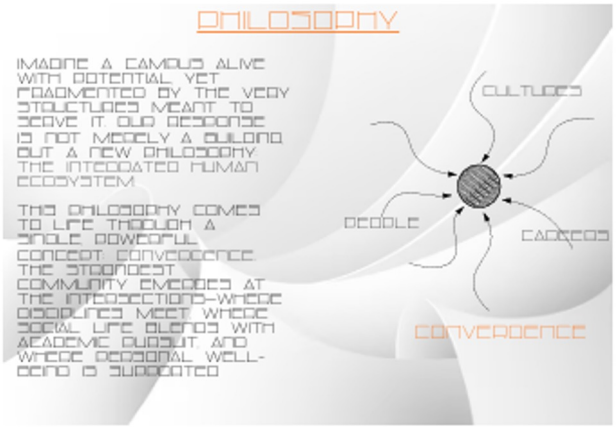
PHILOSOPHY AND CONCEPT

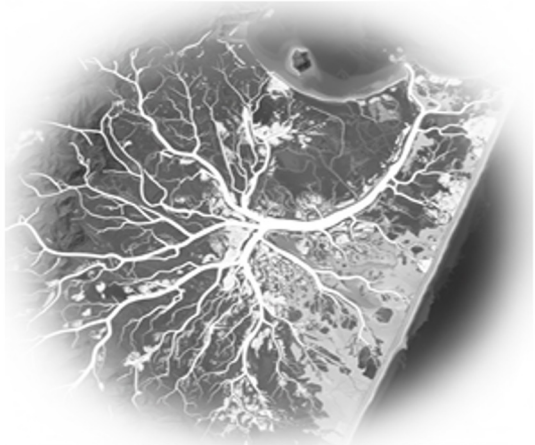
THE NEXUS FOSTERING THE INTEGRATED SELF THROUGH A CONVERGENT COMMUNITY BEYOND SIMPLY CREATING A STUDENT HUB, RATHER A HOLISTIC HUMAN ECOSYSTEM FOR THE UNIVERSITY

PHILOSOPHY

IMAGINE A CAMPUS ALIVE WITH POTENTIAL, YET FRAGMENTED BY THE VERY STRUCTURES MEANT TO SERVE IT. OUR RESPONSE IS NOT MERELY A BUILDING, BUT A NEW PHILOSOPHY: THE INTEGRATED HUMAN ECOSYSTEM.

THIS PHILOSOPHY COMES TO LIFE THROUGH A SINGLE, POWERFUL CONCEPT: CONVERGENCE. THE STRONGEST COMMUNITY EMERGES AT THE INTERSECTIONS—WHERE DISCIPLINES MEET, WHERE SOCIAL LIFE BLENDS WITH ACADEMIC PURSUIT, AND WHERE PERSONAL WELL-BEING IS CULTIVATED.



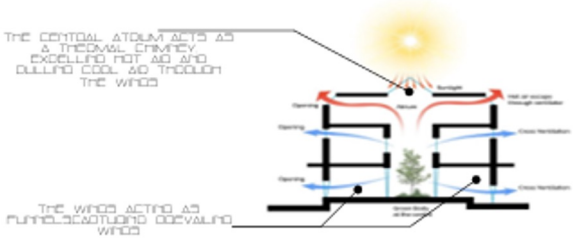


CONVERGING IDEAS DELTA THE INSPIRATION

ENVIRONMENTAL CONCEPT

OUR ENVIRONMENTAL CONCEPT TRANSFORMS THE HUB INTO A LIVING EXTENSION OF THE KENYAN LANDSCAPE—A BREATHING, WATER-HARVESTING, ENERGY-PRODUCING ORGANISM THAT CREATES COMFORT BY WORKING IN HARMONY WITH NATURE, NOT AGAINST IT.

BREATHE IN THE WIND

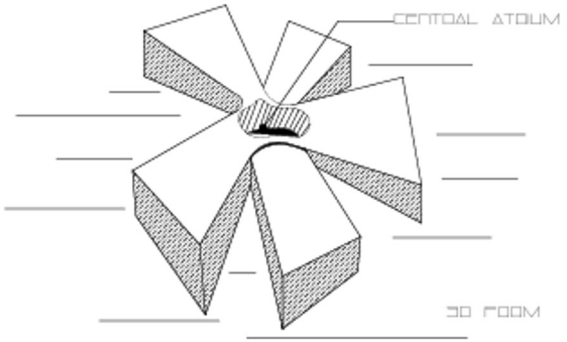


PLANNING CONCEPT

THE PLAN STEMS FROM THE LITERAL MOVEMENT OF PEOPLE TOWARD THE NEXUS PAIRED WITH THE MASTERPLAN



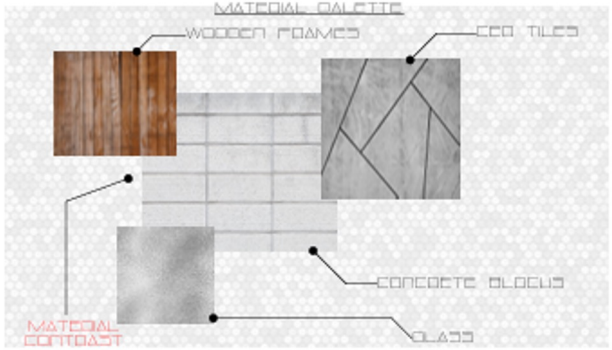
FIVE DISTINCT CLUSTERS THAT CONVERGE INTO A CENTRAL ATRIUM



TECHNOLOGICAL CONCEPT

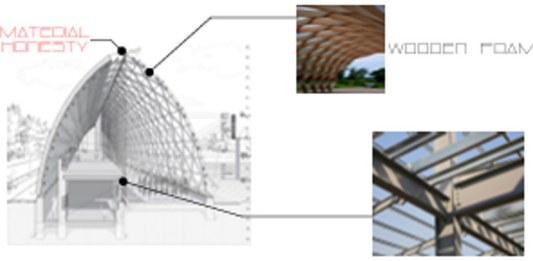
A TECTONIC EXPRESSION OF CONVERGENCE

THE ARCHITECTURE ITSELF TELLS THE STORY OF CONVERGENCE. WE ACHIEVE THIS THROUGH A DELIBERATE JUXTAPOSITION OF LOCAL, TRADITIONAL MATERIALS WITH MODERN ENGINEERED SYSTEMS, SHOWING HOW THEY CAN CONVERGE TO CREATE A NEW, FORWARD-LOOKING IDENTITY FOR KENYATTA UNIVERSITY.

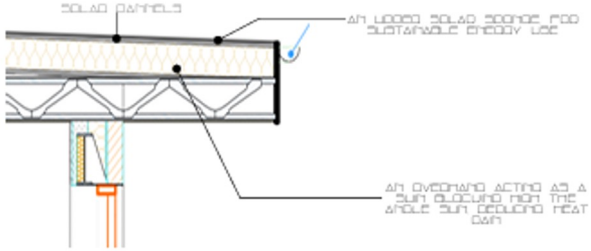


THE WARM TACTILE STONE AND TIMBER REPRESENTS THE LOCAL CONTEXT AND HERITAGE. THE SLEEK STEEL AND GLASS, AND TILES, REPRESENT INNOVATION AND BRIGHTNESS WHERE THEY MEET

MAIN DOOR



A SHIELD AND A SPONGE



SOCIAL-CULTURAL CONCEPT

ENGINEERING SERENDIPITY

CULTURE AS ARCHITECTURE FROM ROOMS TO ROOMS

- TRANSLATION OF THE BARAZA COMMUNITY GATHERING FROM A CONCEPT INTO THE CENTRAL NEXUS - MAKING DIALOGUE AND ENCOUNTER INEVITABLE
- MATERIALIZATION OF HARAMBEE COLLECTIVE EFFORTS INTO THE COLLABORATIVE WINGS - WHERE SPACES ACTIVELY ENCOURAGE WORKING TOGETHER

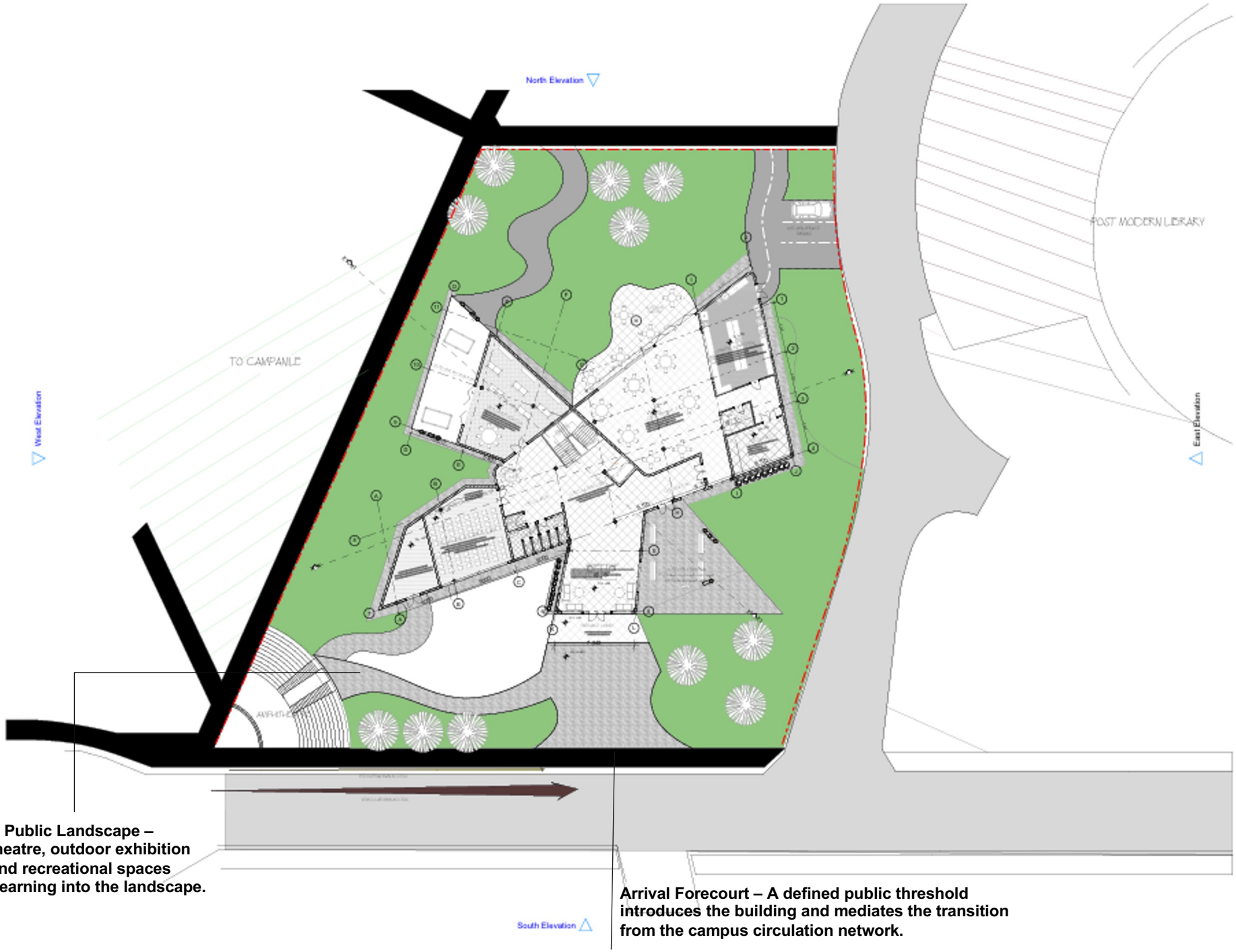
PEOPLE AS CURATORS THE LIVING BUILDING

- WALLS BECOME COMMUNITY CANVASES FOR STUDENT ART AND STORIES
- FURNITURE IS MODULAR AND MOVABLE - LETTING STUDENTS REARRANGE THEIR ENVIRONMENT DAILY. THE 'V-COURTYARDS' BETWEEN WINGS CREATE NATURAL GATHERING SPOTS THAT MIRROR HOW PEOPLE ACTUALLY CONGREGATE OUTDOORS

CONTEXTUAL EXPRESSION DEEPLY KENYAN DEEPLY UU

- USING LOCAL MATERIALS (STONE, TIMBER) THAT FEEL FAMILIAR AND GROUNDED
- CREATING SHADED, PERMEABLE SPACES THAT RESPOND TO CLIMATE AND CULTURE
- DESIGNING IN-BETWEEN SPACES THAT VALUE COMMUNITY AS MUCH AS CLASSROOM STUDY

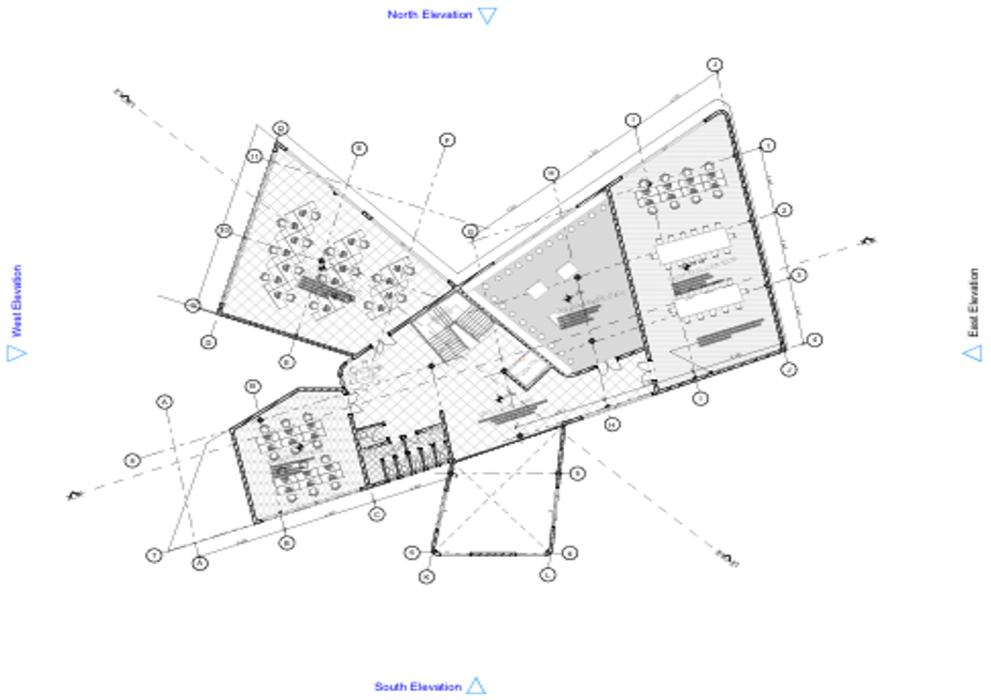
GROUND FLOOR PLAN



Layered Public Landscape – Amphitheatre, outdoor exhibition areas, and recreational spaces extend learning into the landscape.

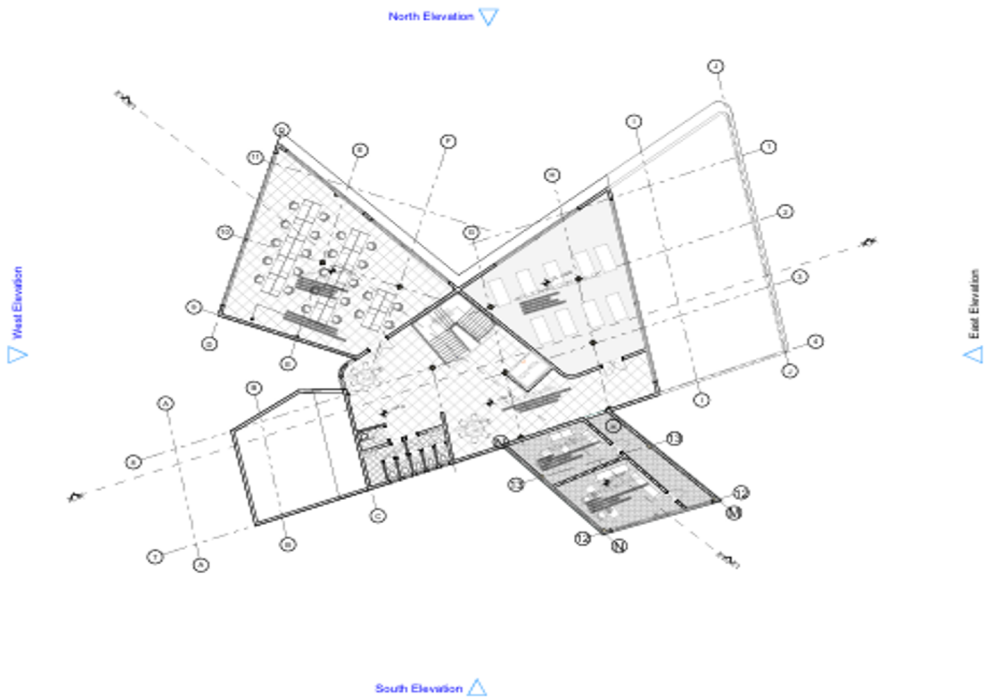
Arrival Forecourt – A defined public threshold introduces the building and mediates the transition from the campus circulation network.

FIRST FLOOR PLAN



SCALE 1:200

SECOND FLOOR PLAN



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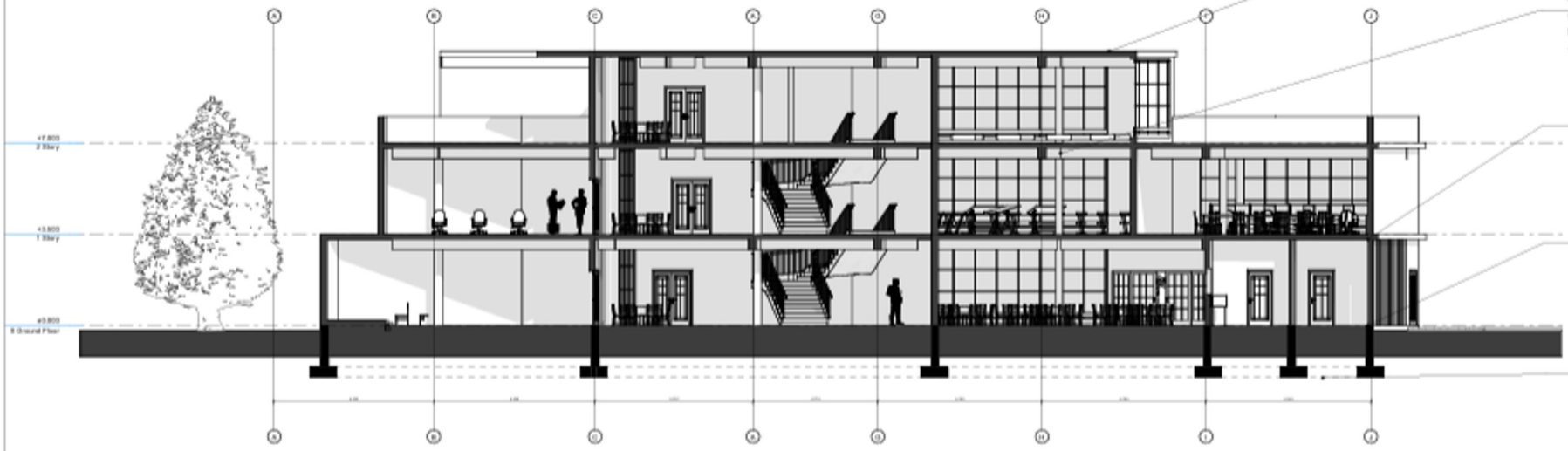
SECTION X - X



Flat Roof Slab (200mm R.C.)
140 felt to drainage points
Waterproofing membrane (bitumen / PVC, as per specification)
Screed on top
Roof slab to include minimum 25mm concrete cover over reinforcement
Optional insulation layer above ceiling if specified
Parapet walls: 230mm brickwork, with coping

Beam Column Joint
Monolithic beam-column connection core integrity
Beam top and bottom reinforcement fully embedded into column core
Column ties closely spaced through joint to provide confinement
No splicing of column bars within joint region
Joint detailed to resist bending moments and shear transfer

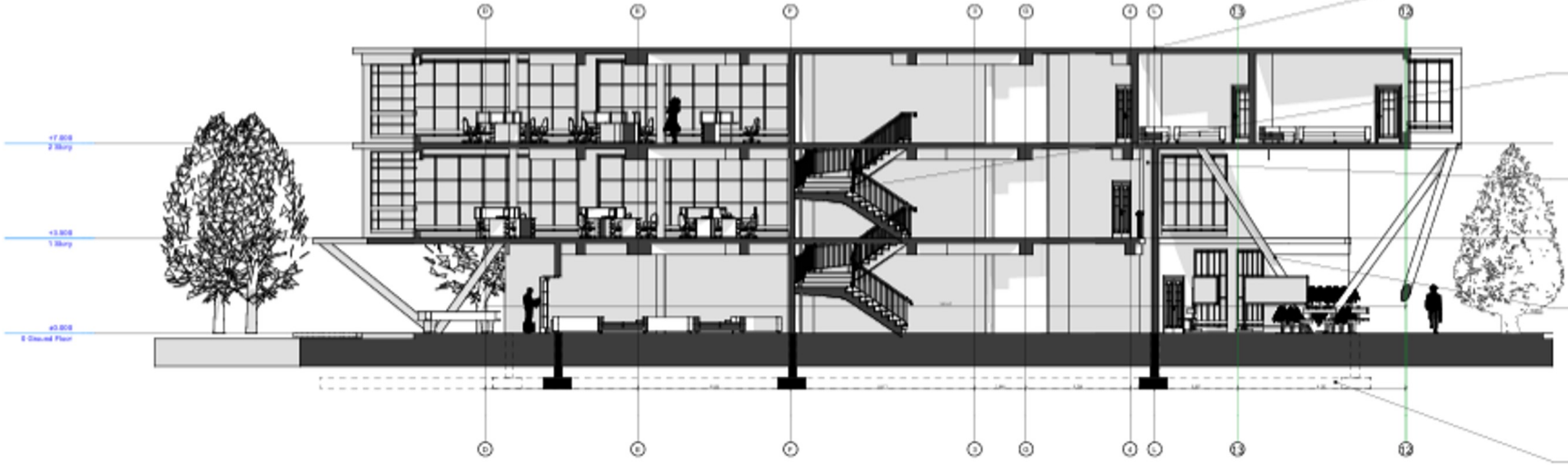
1000 mm HIGH PARAPET WALL:-
200 mm thick masonry wall c/f R.C. roof slab with Y12 starter bars
200 by 200 mm R.C. stiffeners tied into 200 by 150 mm ring beam at top
15 mm cement and plaster both sides, weather-resistant paint finish
Roof waterproofing membrane turned up min. 300 mm with neat finishing
Precast concrete/stone coping sloped outward with drip grooves

200mm Reinforced Concrete Slab (Grade 25/20) as per structural design
20mm thick, screed finish on top
Top reinforcement: T12@150 c/c (as per structural engineer)
Bottom reinforcement: T10@200 c/c
Slab to be cast monolithically with beams
Provide shrinkage and construction joints as indicated in structural drawings
Include 25mm concrete cover for reinforcement
Suspended ceiling below slab (if applicable)
Roof slab to include waterproofing membrane and 140 felts to drainage points

Reinforced Concrete Raft Foundation (as per structural engineer)
- Thickness: Typically 400-600mm depending on load & soil
- Grade: 25/20
- Include blinding concrete: 50mm thick
- Top of raft at: -0.600 below NGL (subject to site)
- Reinforcement: Mesh reinforcement as per structural drawings
- Provide contraction joints where indicated
- Ensure raft extends under entire building footprint

SCALE 1:100

SECTION X1 - X1



Reinforced Concrete Beam
Insitu reinforced concrete beam, 1200 by 450 mm, C25/30 concrete
Main reinforcement: 12Y16 top, 2Y20 bottom, continuous through column
Shear reinforcement: Y8 closed links @ 150 mm c/c, 300 mm c/c within column width
Minimum concrete cover: 25 mm (internal exposure)
Beam bars fully anchored into column with required development length (Ld)

Reinforced Concrete Slab Flight
- Treads: 250mm, Riser: 175mm
- Slab thickness: 200mm
- Include handrail: 900mm high
- Landings: Min 1000mm width
- Provide 25mm concrete cover to reinforcement

Reinforced Concrete Beams (Grade 25/20)
- Cast monolithically with slab where indicated
- Size and reinforcement per structural engineer
- Typical beam sizes for guidance:
  - 300x600mm for primary spans
  - 200x400mm for secondary spans
- Provide adequate end anchorage into columns
- Beams to carry slab load + partition load

Reinforced Concrete Columns (Grade 25/20)
- Size: as per structural engineer (typical: 500x500mm)
- Reinforcement:
  - Longitudinal bars: 4No T20
  - Ties: T10@200 c/c
- Columns to extend continuously from raft foundation to roof slab
- Provide 25mm concrete cover for reinforcement

Reinforced Concrete Raft Foundation (as per structural engineer)
- Thickness: Typically 400-600mm depending on load & soil
- Grade: 25/20
- Include blinding concrete: 50mm thick
- Top of raft at: -0.600 (below NGL, subject to site)
- Reinforcement: Mesh reinforcement as per structural drawings
- Provide contraction joints where indicated
- Ensure raft extends under entire building footprint

EAST ELEVATION
SCALE 1:200



NORTH ELEVATION
SCALE 1:200





SOUTH ELEVATION
SCALE 1:200



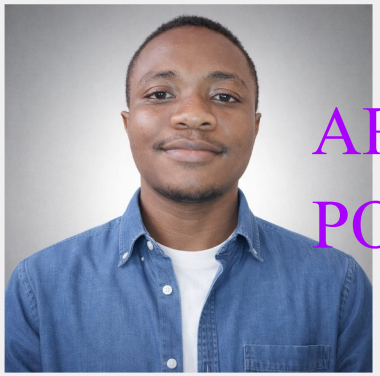
WEST ELEVATION
SCALE 1:200











ARCHITECTURAL PORTFOLIO

BEIRB KAGO MUNENE

BACHELOR OF ARCHITECTURAL STUDIES, FOURTH YEAR (FINAL YEAR)

DEPARTMENT OF ARCHITECTURE AND INTERIOR DESIGN, SCHOOL OF ENGINEERING&ARCHITECTURE,KENTATTA UNIVERSITY

ACADEMIC YEAR 2025/2026 EMAIL:

BEIRBKAGO@GMAIL.COM

IN MY OWN WORDS:

ARCHITECTURE, TO ME, IS THE DISCIPLINED NEGOTIATION BETWEEN ORDER AND CHAOS. ORDER GIVES STRUCTURE, CLARITY, AND BUILDABILITY. CHAOS INTRODUCES TENSION, MOVEMENT, AND IDENTITY. MEANINGFUL DESIGN HAPPENS AT THE INTERSECTION OF THE TWO.

MY WORK IS GROUNDED IN CONTEXTUAL SENSITIVITY AND ENVIRONMENTAL RESPONSIVENESS. I AM DEEPLY INTERESTED IN ARCHITECTURE THAT RESONATES WITH NATURE AND EXPRESSES CULTURAL IDENTITY — SPACES THAT DO NOT MERELY OCCUPY LAND, BUT BELONG TO IT. EVERY PROJECT BEGINS WITH RIGOROUS SITE ANALYSIS AND CONCEPTUAL EXPLORATION, ALLOWING CONSTRAINTS TO SHAPE INTELLIGENT SPATIAL SOLUTIONS.

I APPROACH EACH DESIGN CHALLENGE AS A SYSTEM TO BE DECODED. UNDERSTANDING PRECEDES FORM. STRATEGY PRECEDES AESTHETICS. CONCEPT DRIVES EXECUTION.

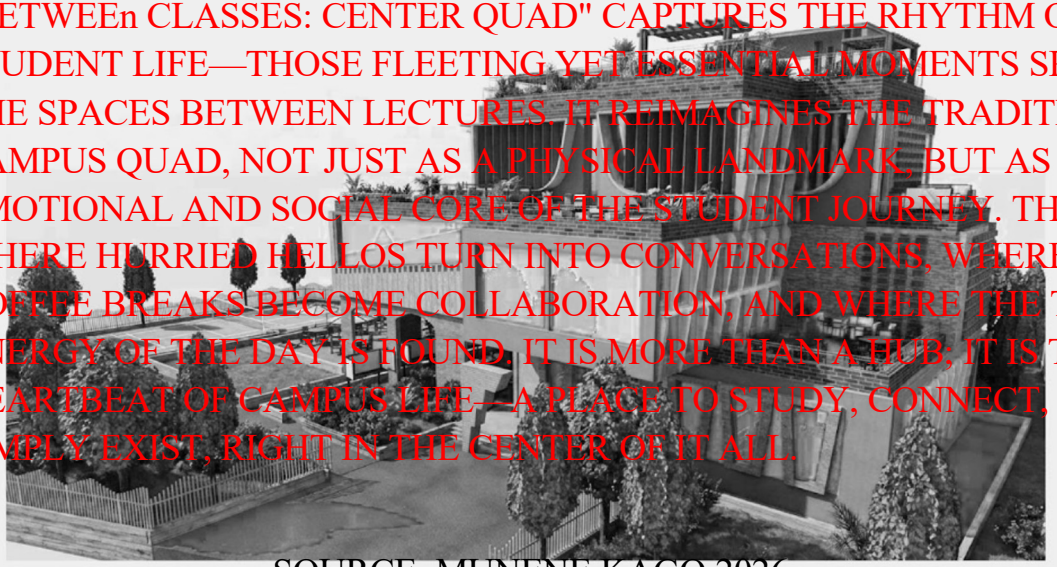
TECHNICALLY, I AM PROFICIENT IN ARCHICAD FOR ADVANCED 3D MODELLING AND TWINMOTION FOR IMMERSIVE VISUALIZATION. I HAVE A STRONG COMMAND OF ARCHITECTURAL DETAILING AND CONSTRUCTION LOGIC, ENSURING THAT MY DESIGNS ARE NOT ONLY EXPRESSIVE BUT BUILDABLE.

BETWEEN CLASSES:THE CENTER QUAD



SOURCE: MUNENE KAGO, 2026

"BETWEEn CLASSES: CENTER QUAD" CAPTURES THE RHYTHM OF STUDENT LIFE—THOSE FLEETING YET ESSENTIAL MOMENTS SPENT IN THE SPACES BETWEEN LECTURES. IT REIMAGINES THE TRADITIONAL CAMPUS QUAD, NOT JUST AS A PHYSICAL LANDMARK, BUT AS THE EMOTIONAL AND SOCIAL CORE OF THE STUDENT JOURNEY. THIS IS WHERE HURRIED HELLOS TURN INTO CONVERSATIONS, WHERE COFFEE BREAKS BECOME COLLABORATION, AND WHERE THE TRUE ENERGY OF THE DAY IS FOUND. IT IS MORE THAN A HUB; IT IS THE HEARTBEAT OF CAMPUS LIFE—A PLACE TO STUDY, CONNECT, AND SIMPLY EXIST, RIGHT IN THE CENTER OF IT ALL.



SOURCE; MUNENE KAGO;2026

BRIEF ANALYSIS

SITE SELECTION

THE SITE IS LOCATED NEXT TO THE KENYATTA UNIVERSITY POST-MODERN LIBRARY IN THE SOUTH WEST DIRECTION OF THE LIBRARY.

IN CLOSE PROXIMITY (NEIGHBOURHOOD), WE HAVE THE CENTRAL ADMINISTRATION COMPLEX AND MAJOR OUTDOOR GREEN SEATING SPACES

THE AREA OF THE SITE IS APPROXIMATELY 2800 M²

PROJECT OVERVIEW

PROJECT TYPOLOGY: STUDENT HUB
CLIENT: KENYATTA UNIVERSITY
MAIN TARGET USERS: YOUTHS (STUDENTS)



SITE JUSTIFICATION

HIGH STUDENT TRAFFIC:
THE SITE IS LOCATED TO KEY UNIVERSITY NODES SUCH AS THE LIBRARY , ADMINISTARTION COMPLEX AND MAJOR SCHOOLS. MANY STUDENTS INTERACT WITH THESE NODES DAILY AND HENCE A HIGHER CHANCE OF INTERACTING WITH THE HUB.

PURE VIRGIN SITE:
THE SITE HAS NOT HAD ANY TYPE OF CONSTRUTION ON IT IN THE PAST HENCE THERE WILL BE NO DEMOLITION OF ANY STRUCTURE.

GOOD INFRASTRUCTURE:
THE ROADS LEADING TO THE SITE ARE WELL TARMACED AND MAINTAINED. THE NEIGHBOURING BUILDINGS AND MONUMENTS CAN ALSO ACT AS VIEW POINT MAKING THE SITE IDEAL. .

FUNCTIONAL LIBRARY

- RECEPTION & INFO DESK
- MULTIPURPOSE LOUNGE
- STUDY SPACES
- QUIET STUDY ZONE
- GROUP DISCUSSION ROOM
- MAKERSPACE
- DIGITAL HUB
- MEDITATION ROOM
- COUNSELLING & SUPPORT OFFICEES
- CAFE
- INDOOR RECREATION AREA
- OUTDOOR SEATING PROVISIONS
- EXHIBITION ROOM
- WASHROOMS & SUPPORT SPACES
- STORAGE
- STUDENTS' SERVICES
- ELECTRONIC GAMING LOUNGE
- SPIRITUAL/PRAYER ROOM
- GYM
- ADMIN OFFICES (KUSA)
- CONFERENCE ROOM

SPATIAL GRADIENTS

ACCESS GRADIENT

RECEPTION & INQUIRY DESK
STUDENT INFO DESK
WASHROOMS
CAFE
EXHIBITION ROOM
MULTIPURPOSE HALL
STUDY SPACES
GYM
MEDITATION ROOM
OFFICES
SPIRITUAL ROOM

PRIVACY GRADIENT

OUTDOOR SEATING AREAS
CAFE
RECEPTION
MULTIPURPOSE LOUNGE
EXHIBITION ROOM
INDOOR RECREATION AREA
GAMING LOUNGE
GYM
CO-WORKING SPACES
GROUP DISCUSSIONS SPACE
MAKERSPACE
DIGITAL HUB
QUIET STUDY ZONE
ADMIN OFFICES
MEDITATION ROOMS
SPIRITUAL ROOM
COUNSELLING OFFICES
KITCHENETTE
STORAGE SPACES
WASHROOMS

NOISE GRADIENT

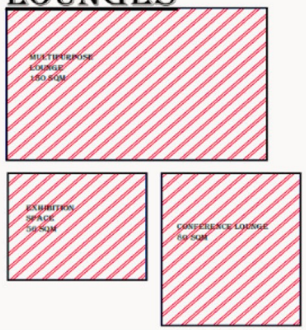
OUTDOOR SEATING SPACES
INDOOR RECREATION AREAS
GAMING LOUNGE
CAFE
MAKER SPACE
GYM
MULTIPURPOSE LOUNGE
EXHIBITION ROOM
CONFERENCE SPACE
RECEPTION AND INQUIRY
GROUP STUDY SPACE
DIGITAL HUB
CO-WORKING AREAS
PRIVATE STUDY SPACES
COUNSELLING & ADMIN OFFICES
MEDITATION SPACE
SPIRITUAL ROOM

VIEWS GRADIENT

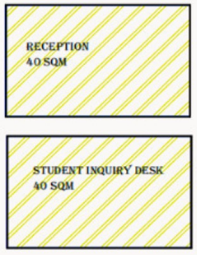
OUTDOOR SEATING SPACES
CAFE
RECREATION SPACES
GYM
CONFERENCE ROOM
ADMIN & COUNSELLING OFFICES
MAKERSPACE
CO-WORKING SPACE
GROUP DISCUSSION SPACE
QUIET STUDY ZONE
MAKERSPACE
MULTIPURPOSE LOUNGE
EXHIBITION ROOM
RECEPTION
SPIRITUAL ROOM

FUNCTIONAL CLUSTERS & AREA ANALYSIS

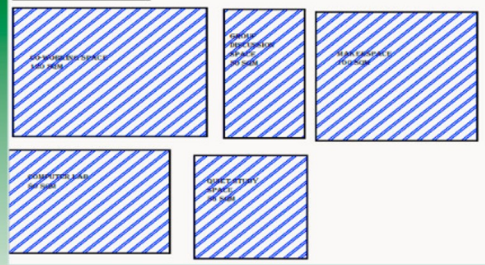
ADMINISTRTIVE LOUNGES



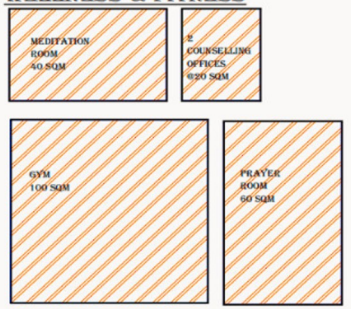
RECEPTION & INQUIRY



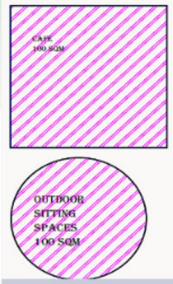
STUDY & CO-WORKING SPACES



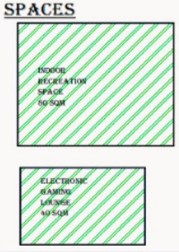
WELLNESS & FITNESS



SOCIAL SPACES



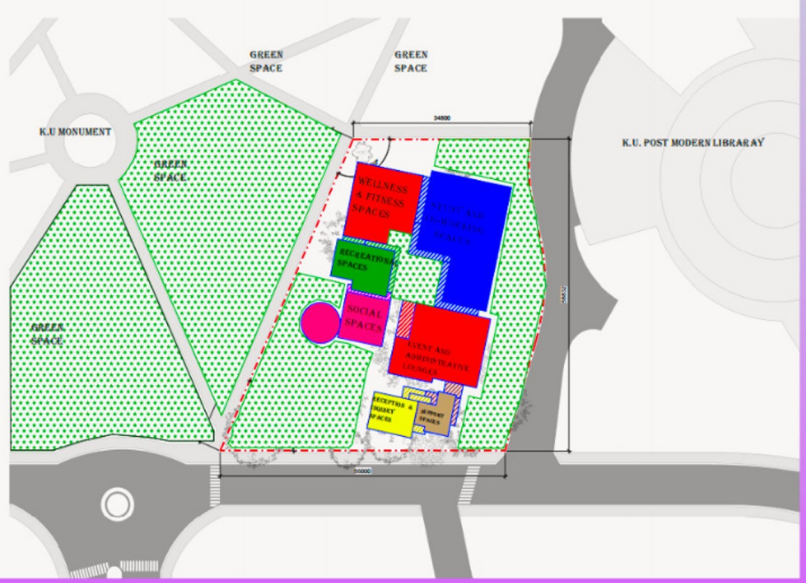
RECREATIONAL SPACES



PROPOSED SPATIAL PROXIMITY



MASTER PLAN



DESIGN PHILOSOPHY:

CHAOS SPARKS; ORDER SHAPES

"A STUDENT HUB SHAPED BY THE PRODUCTIVE CHAOS OF CAMPUS LIFE."

WHY CHAOS?

THE STUDENT CENTER SHOULD ACT AS A THIRD PLACE OUTSIDE CLASSROOMS AND HOSTELS FOR THE STUDENTS THUS FOSTERING COLLABORATION, WELLNESS, CREATIVITY AND INNOVATION.

THROUGHOUT THEIR CAMPUS LIFE, THE STUDENTS ARE IN A CONSTANT STRUGGLE AND CHAOS OF MEETING DEADLINES, THEIR DAILY NEEDS, VARIOUS SCHOOL ACTIVITIES AND THINKING ABOUT THEIR FUTURE.

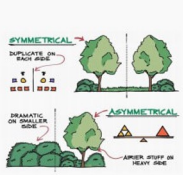
CONCURRENTLY, INNOVATION, COLLABORATION AND WELLNESS ARE GREATLY REALIZED WHERE THERE IS LITTLE CHAOS TO PROVOKE NEW THINKING AND ADEQUATE ORDER TO REFINE IT INTO SOMETHING REAL.

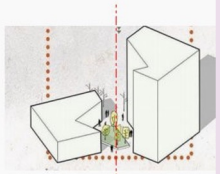
"BETWEEN CLASSES: CENTER QUAD" LIVES AT THE INTERSECTION OF CHAOS AND ORDER. INSPIRED BY THE DAILY RHYTHM OF CAMPUS LIFE—WHERE DEADLINES COLLIDE, IDEAS EMERGE, AND FUTURES TAKE SHAPE—THIS HUB EMBRACES THE PRODUCTIVE ENERGY OF THE IN-BETWEEN. HERE, CONTROLLED CHAOS SPARKS CREATIVITY AND CONNECTION, WHILE INTENTIONAL ORDER PROVIDES THE FOUNDATION TO REFINE THEM. MORE THAN A SPACE BETWEEN CLASSROOMS AND HOSTELS, IT IS THE HEARTBEAT OF THE STUDENT JOURNEY: A PLACE WHERE STRUGGLE MEETS SANCTUARY, AND INNOVATION FINDS ITS CENTER.

CONCEPTS

AXIAL ASSYMETRY

CHAOS BEING THE STATE OF HAVING LESS ORDER, ASSYMETRY CHARACTERIZES THINGS OR STATES THAT HAVE NO BALANCE OR ORDER ALONG A CERTAIN AXIS. THEREFORE, THE BUILDING'S FORM WILL BREAK FROM A CENTRAL AXIS, CREATING MOMENTS OF TENSION, RELEASE, AND SURPRISE CREATING A DESIGN THAT IMPLIS LIFE AND ACTIVITY.





VERTICAL AXIS

UNPREDICTABLE PATTERNS

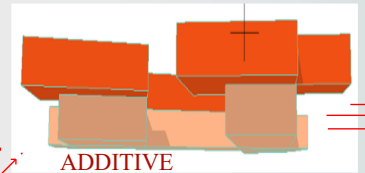
CHAOS ITSELF IS LACK OF A RECOGNIZABLE PATTERN THAT IS UNPREDICTABLE. THE KEY DESIGN INTERVENTION TO THIS IS STRATEGIC UNPREDICTABILITY THAT PROVOKES CURIOSITY AND CREATES EXPERIENTIAL CHAOS, BUT THE OVERALL SYSTEM STILL WORKS.

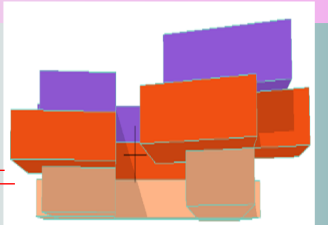






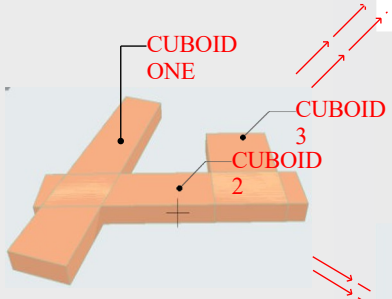
FORM DEVELOPMENT



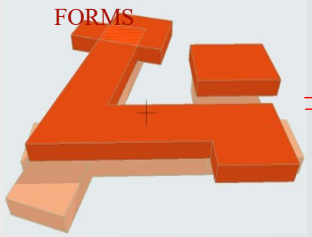


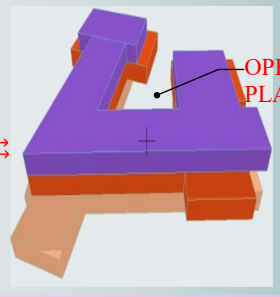
ADDITIVE DEVELOPMENT: STACKING EXTRUDING CUBOIDS ON TOP OF EACH OTHER TO CREATE BOLD ASSYMETRICAL FORMS

FINAL FORM; THE UNPREDICTABLE STACKING OF THE CUBOIDS CREATE CANTILEVERS AND TERRACES



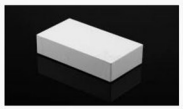
THE FORM STARTS WITH M SIMPLE ARRANGEMENTS E OF CUBOID SHAPES IN AN ASYMMETRICAL CHAOTIC ORDER

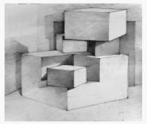




CONCEPTS

ORDERED DECONSTRUCTION (BOLD FORMS)

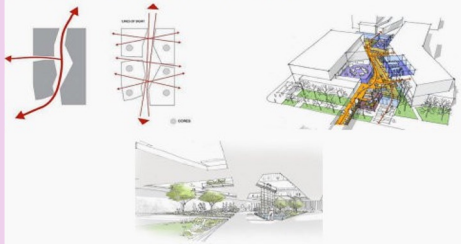




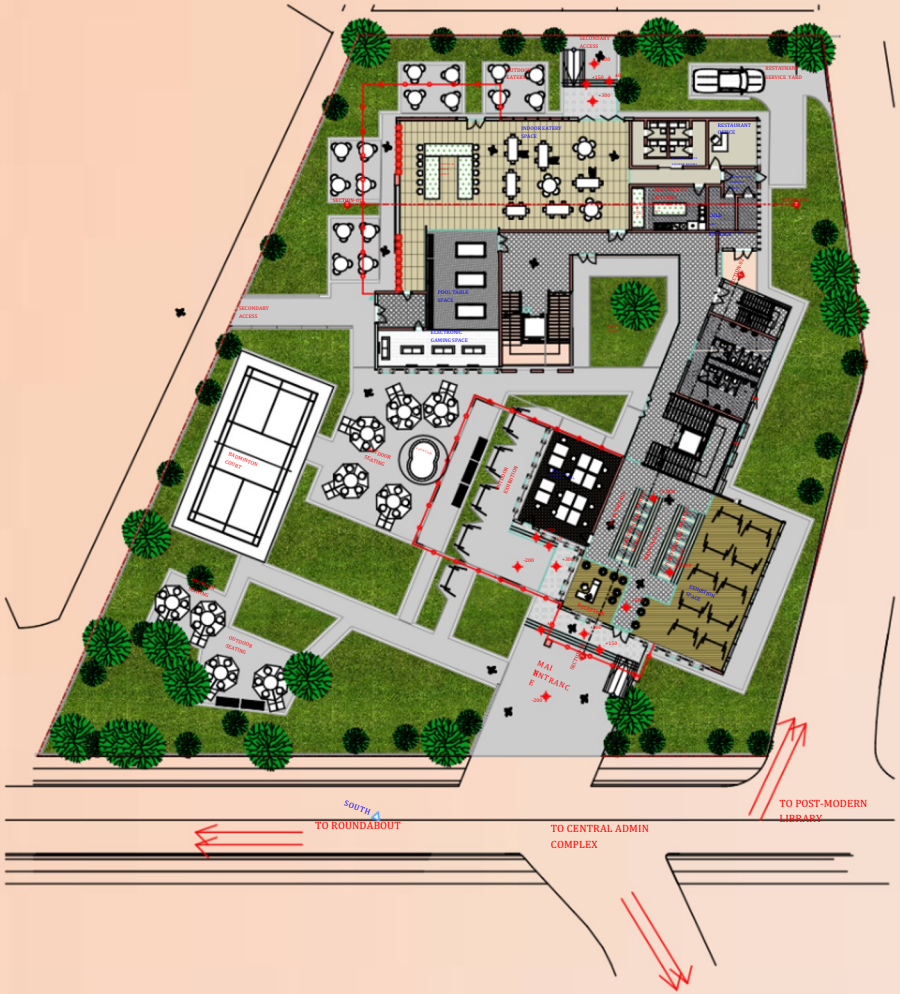


OPEN PLAZAS

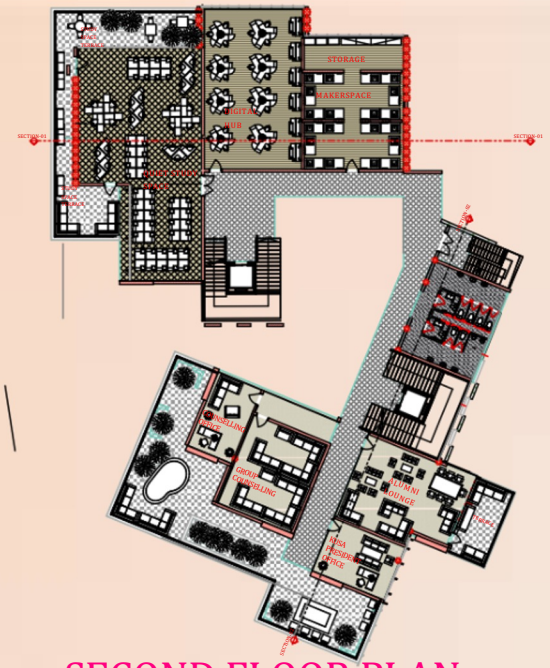
OPEN PLAZAS PROVIDE BREATHING ROOM, WAYFINDING CLARITY, AND MOMENTS OF CALM WITHIN THE OVERALL COMPLEXITY. THEY ACT AS THE ORDER ANCHORS IN THE SCHEME-BRINGING LEGIBLE OUTDOOR SPACES, LIGHT, VENTILATION, AND COMMUNITY FLOW.



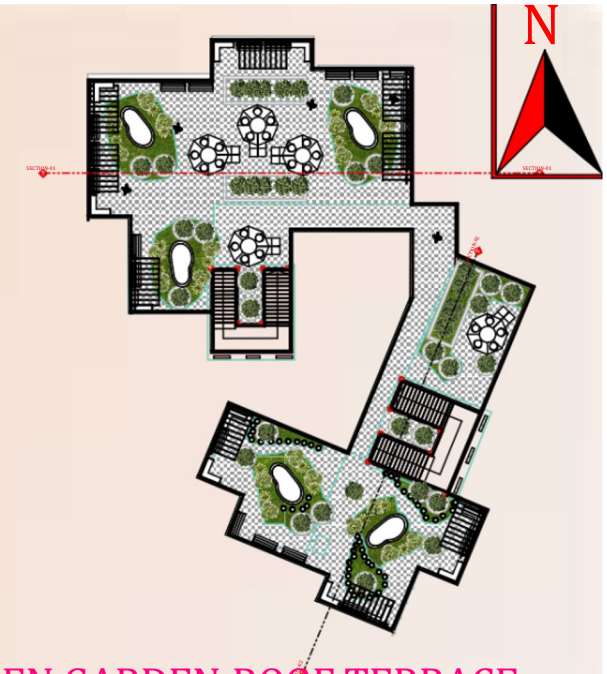
PRESENTATION PLANS 1:200



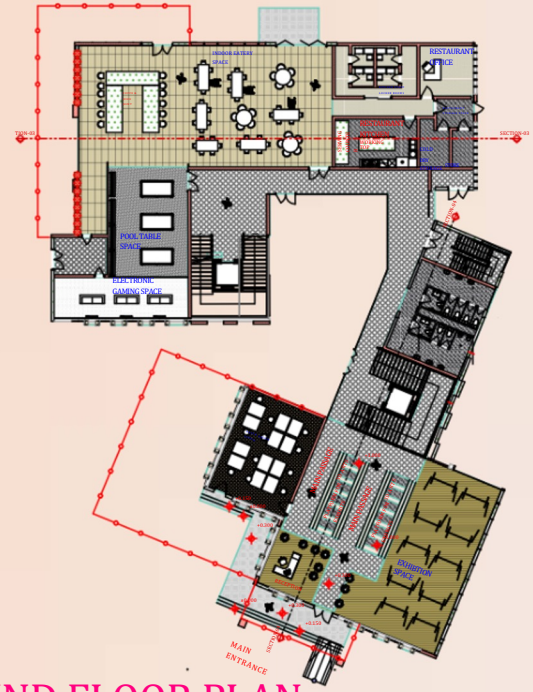
SITE PLAN



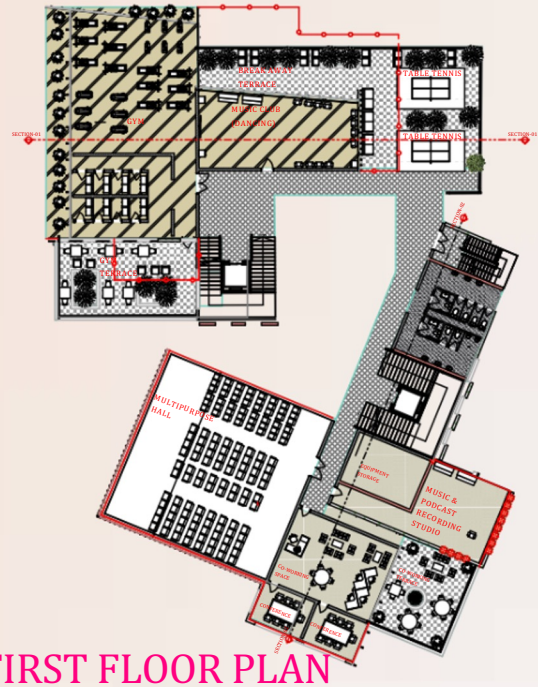
SECOND FLOOR PLAN



ZEN GARDEN:ROOF TERRACE



GROUND FLOOR PLAN



FIRST FLOOR PLAN

PRESENTATION ELEVATIONS



NORTH ELEVATION



EAST ELEVATION



SOUTH ELEVATION

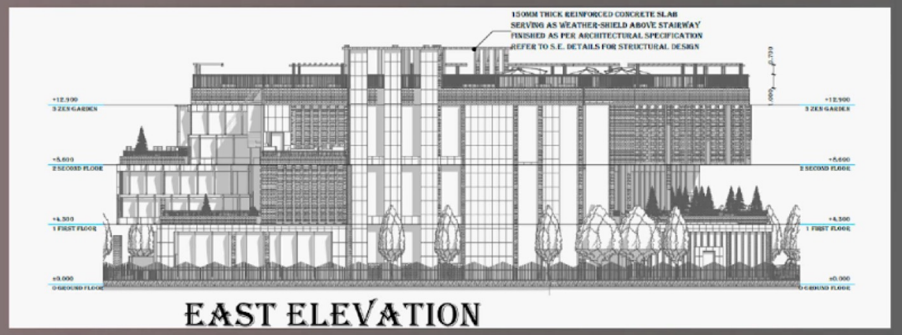


WEST ELEVATION

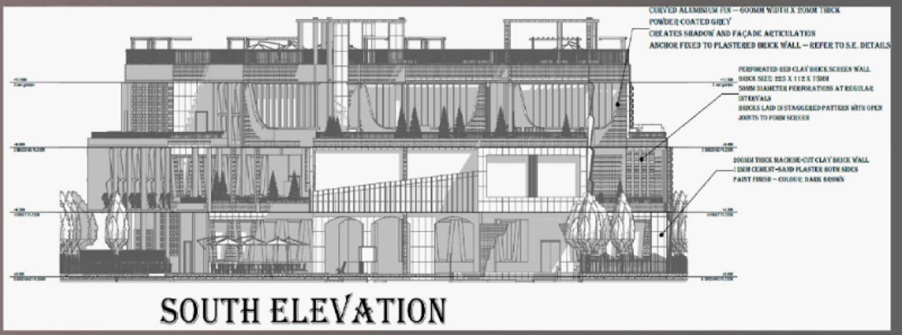
WORKING ELEVATIONS



NORTH ELEVATION



EAST ELEVATION

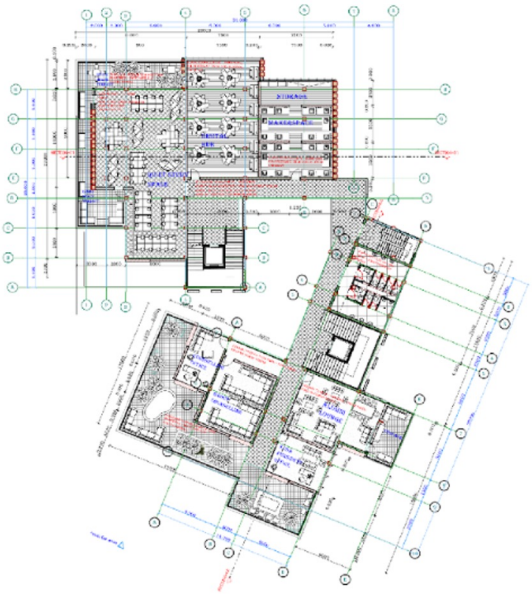


SOUTH ELEVATION



WEST ELEVATION

DETAILED PLANS DRAWINGS



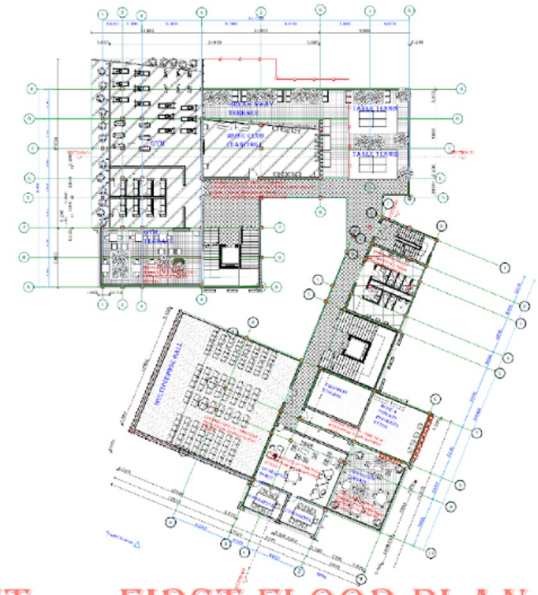
SECOND FLOOR PLAN



ROOFTOP ZEN GARDEN



GROUND FLOOR PLAN & SITE LAYOUT

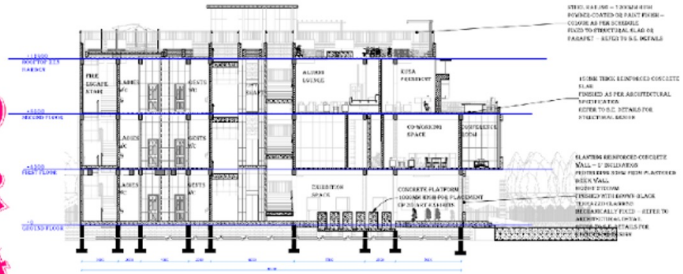


FIRST FLOOR PLAN

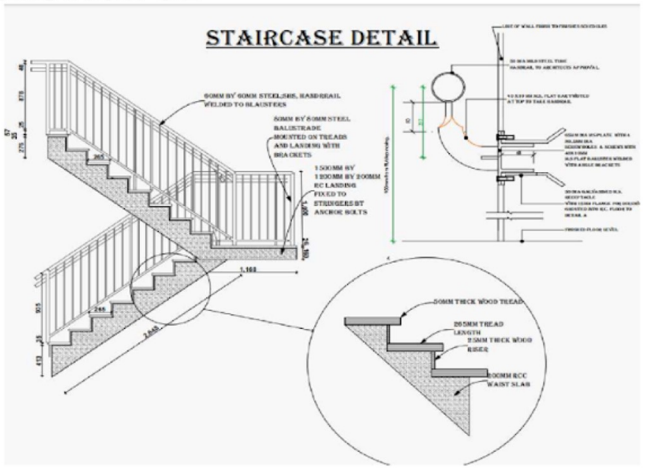
WORKING DRAWINGS



SECTION 01



SECTION 02



3D PERSPECTIVES



SOUTH VIEW (MAIN ENTRANCE) SOURCE: MUNENE KAGO,2026



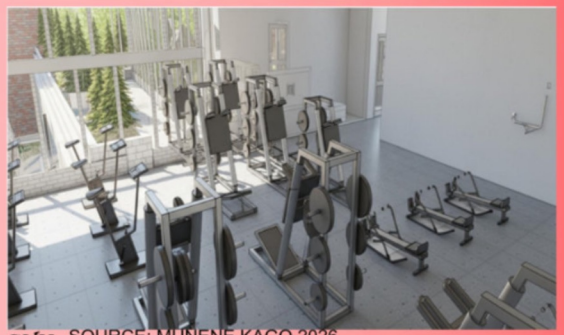
RESTAURANT EATERY, COFFEE& JUICE BAR AND POOL TABLE AREA SOURCE: MUNENE KAGO,2026



MULTIPURPOSE HALL SOURCE:MUNENE KAGO,2026



TABLE TENNIS TERRACE SOURCE:MUNENE,2026



GYM SOURCE: MUNENE KAGO,2026



WEST VIEW SOURCE: MUNENE KAGO,2026



NORTH VIEW SOURCE:MUNENE KAGO.2026

DESIGN BRIEF

SITE SELECTION

LOCATION: Kenyatta University opposite the KU Post Modern Library

CLIENT: Kenyatta University

AREA: 2,831SQM

PLOT COVERAGE: 60%



SITE JUSTIFICATION

1. Central accessibility & high foot traffic.

-The neighbouring zone has constant movement from students leaving or going to classes.
-Placing the hub here means:
>It serves the largest percentage of the student population
>Students can access it spontaneously, not only intentionally

2. Proximity to an academic core.

- KU library attracts high daily student traffic.
- The site will therefore provide immediate access to students already engaged in academic activities.

3. Fills an existing functional gap.

- The surrounding environment is purely academic with limited social & collaborative spaces.
- This site solves a real need instead of duplicating existing infrastructure.

4. Visibility & Identity

- The site is highly visible from major pedestrian routes and nearby faculty blocks. This makes it a landmark opportunity.

FUNCTIONAL DICTIONARY

List of Functions	Areas
-Reception & Info Desk	30
-Multipurpose Lounge	120
-Co-working / Study Spaces	100
-Quiet study zone	40
-Group discussion rooms	40
-Innovation / Makerspace	80
-Computer Lab / Digital Hub	60
-Wellness Room	40
-Counseling & Support Offices	2 rooms @ 20m²
-Café / Refreshment Area	100
-Indoor Recreational Area	80
-Outdoor Seating / Amphitheater	100
-Exhibition / Display Zone	40
-Washrooms	60
-Student services and info center	40
-Storage & maintenance room	30
-Spiritual room	40
-Breakout spaces	30
-Retail spaces	30

HIERARCHY OF SPACES

NOISE GRADIENT

Active Zone (Most noisy)

-Outdoor Seating
-Indoor Recreational Area
-Multipurpose Lounge
-Café / Refreshment Area
-Retail Spaces

Medium noise

-Co-working / Study Spaces
-Group Discussion Rooms
-Breakout Spaces
-Innovation / Makerspace
-Exhibition / Display Zone
-Indoor Chill Lounge
-Computer Lab / Digital Hub

Low noise

-Quiet Study Zone
-Counseling & Support Offices
-Wellness Room
-Spiritual Room

PRIVACY GRADIENT

Public Zones

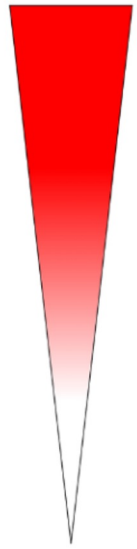
-Reception & Info Desk
-Multipurpose Lounge
-Café / Refreshment Area
-Outdoor Seating
-Retail Spaces
-Exhibition / Display Zone
-Indoor Recreational Area

Semi- public zones

-Co-working Spaces
-Group Discussion Rooms
-Breakout Spaces
-Indoor Chill Lounge
-Innovation / Makerspace
-Computer Lab / Digital Hub
-Student Services & Info Center
-Washrooms

Private zones

-Quiet Study Zone
-Counseling & Support Offices
-Wellness Room
-Spiritual Room
-Storage & Maintenance Rooms



VIEWS GRADIENT

Outward focused zones

-Outdoor Seating
-Café / Refreshment Area
-Multipurpose Lounge
-Retail Spaces
-Exhibition / Display Zone

Balanced views

-Co-working Spaces
-Group Discussion Rooms
-Indoor Chill Lounge
-Breakout Spaces
-Computer Lab / Digital Hub
-Innovation / Makerspace

Inwards focused zones

-Quiet Study Zone
-Counseling & Support Offices
-Wellness Room
-Spiritual Room
-Storage / Maintenance

CLUSTERS

Academic & Learning
-Co-working / Study Spaces
-Quiet Study Zone
-Group Discussion Rooms
-Innovation / Makerspace
-Computer Lab / Digital Hub
-Exhibition / Display Zone

Social & Community
-Multipurpose Lounge
-Indoor Recreational Area
-Outdoor Seating / Amphitheater

Wellness & Support
-Wellness Room
-Counseling & Support Offices
-Spiritual Room
-Breakout spaces

Administrative & building services
-Reception & Info Desk
-Student Services & Info Center
-Washrooms
-Storage & Maintenance Room

Commercial
-Retail Spaces
- Cafe/ Refreshment area

AREA & VOLUME ANALYSIS

CLUSTER 1: Academic & Learning — Area(m²)

-Co-working / Study Spaces	100
-Quiet Study Zone	40
-Group Discussion Rooms	40
-Innovation / Makerspace	80
-Computer Lab / Digital Hub	60
-Exhibition / Display Zone	40

Total Area= 360m²

CLUSTER 2: Social & Community — Area(m²)

-Multipurpose Lounge	120
-Indoor Recreational Area	80
-Outdoor Seating / Amphitheater	100

Total Area= 300m²

CLUSTER 3: Administrative & building services — Area(m²)

-Reception & Info Desk	30
-Student Services & Info Center	40
-Washrooms	60
-Storage & Maintenance Room	30

Total Area= 160m²

CLUSTER 4: Wellness & Support — Area(m²)

-Wellness Room	40
-Counseling & Support Offices	40
-Spiritual Room	40
-Breakout spaces	30

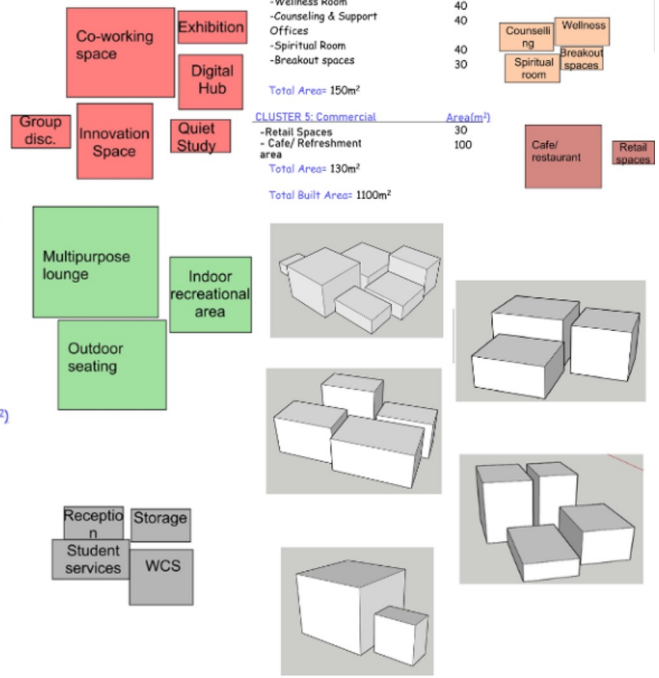
Total Area= 150m²

CLUSTER 5: Commercial — Area(m²)

-Retail Spaces	30
- Cafe/ Refreshment area	100

Total Area= 130m²

Total Built Area= 1100m²



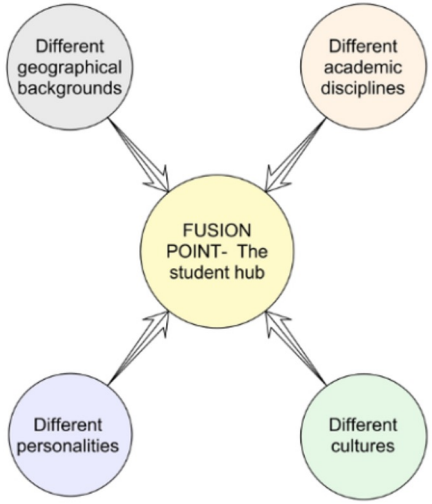
CONCEPTUALIZATION

CONCEPT: **FUSION**

Kenyatta University brings together young people from diverse counties, countries, cultural identities, academic disciplines, personalities, and belief systems.

Yet despite this diversity, student interactions often occur within familiar circles — classmates interact within their schools, friends gather in cliques, and departments operate as separate islands. This creates a sense of disconnection among most students.

The hub challenges this fragmentation by creating an environment where differences are not merely accommodated but actively brought together, overlapped, and celebrated. Fusion, therefore, represents the architectural expression of unity through diversity — a space where individuality contributes to community rather than being isolated from it.



The core idea: Unity through overlap

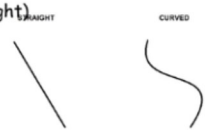
KEY CONCEPTS

1. Contrasting Elements

Students are different both culturally, socially, and academically.
This can be expressed architecturally through:

-Opposing forms (curved vs. straight)
-Light vs. shadow
-Open vs. enclosed spaces





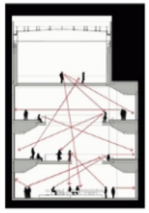
-Warm vs. cool materials

2. Interconnected Spaces

Although students start as individuals, the hub encourages connection.
This can be expressed through:

-Bridges, ramps, terraces
-Visual transparency (glass, open voids)
-Overlapping circulation paths





3. Central Convergence

-Fusion implies a point where everything meets.
-Architecturally this will be shown through a Central atrium



DESIGN TRANSLATION

A. Spatial Configuration

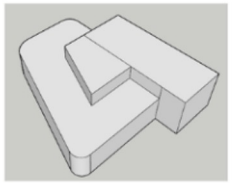
- A central atrium (Fusion point): A dominant, vertical space at the intersection of all functional zones.
-This space will be highly active incorporating key circulation elements (stairs, bridges) to ensure all users interact.



B. Form and Massing: Merging Elements

- Merging Volumes: The massing will be derived from two distinct geometric forms that physically intersect. The intersection point defines the main Fusion Zone (Central atrium).
- A round edged, soft form seamlessly intersects a rigid, rectilinear form which also creates contrast.





C. Materiality

The material palette will be a deliberate fusion of contrasting elements to symbolize the beauty of diversity.
Material contrast: combining rough local materials such as brick with smooth contemporary elements such as polished concrete,steel and glass. Using local materials also enhances the sense of identity.

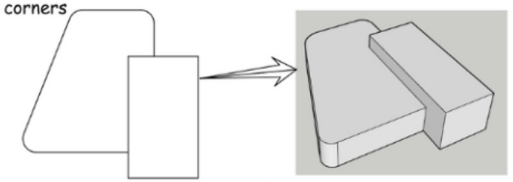


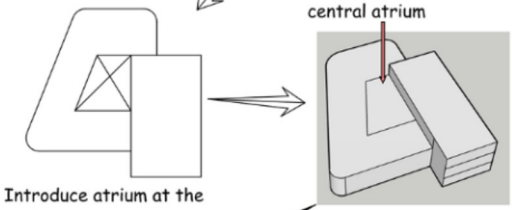




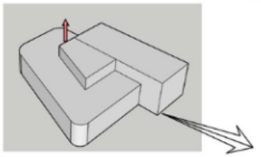
FORM DEVELOPMENT

The design features 2 blocks, one with rounded edges and one with sharp corners

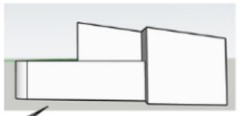




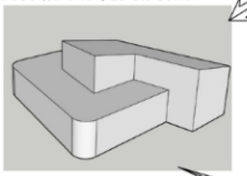
Introduce atrium at the centre

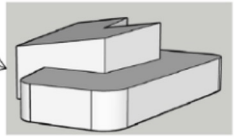


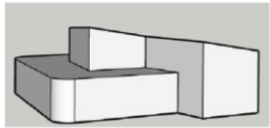
Raise atrium to same level as the right block to become the fusion core



Slant the roof of the right block, making it dominant







Final form

PRESENTATION FLOOR PLANS



ROOM LEGEND

- CLEANING & STORAGE ROOM
- CO-WORKING SPACE 01
- EXHIBITION SPACE
- INDOOR RECREATION (POOL & VIDEO GAMING LOUNGE)
- KITCHEN
- KITCHEN STORAGE
- MINIBAR
- MINIMART
- RECEPTION & WAITING BAY
- RESTAURANT
- SITTING AREA
- WCs

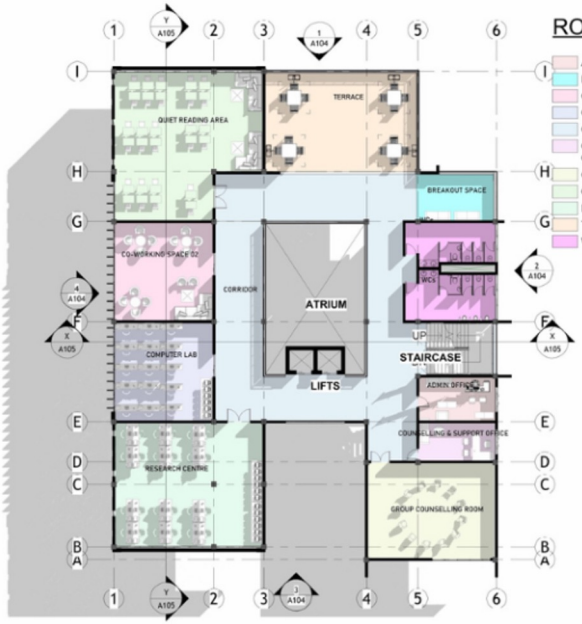
1 Ground Floor Plan
1 : 200



ROOM LEGEND

- BREAKOUT SPACE
- CORRIDOR
- GROUP DISCUSSION NOOKS
- GYMNASIUM
- INNOVATION SPACE- ART & CRAFT STUDIO
- INNOVATION SPACE- DIGITAL ART STUDIO
- LOCKER ROOM
- MOVIE ROOM
- SHOWERS
- SNACK BAR
- STUDENT & PRINTING SERVICES
- STUDENT OFFICE
- TERRACE
- WCs

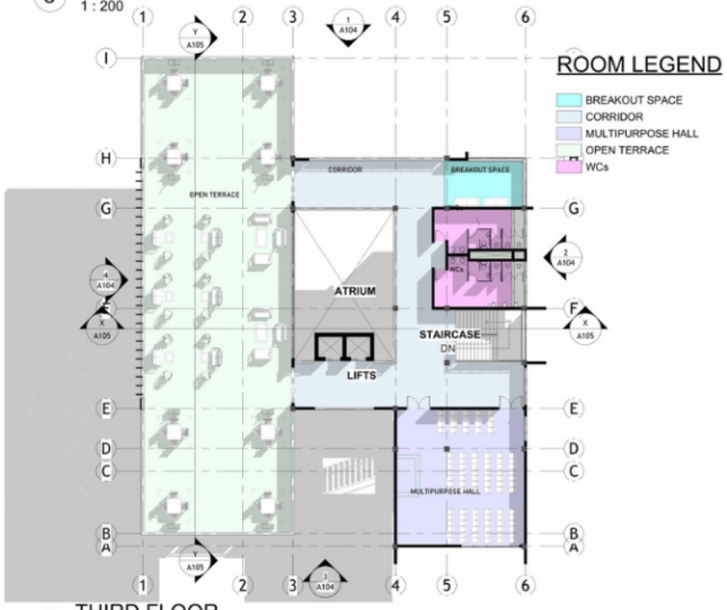
2 First Floor Plan
1 : 200



ROOM LEGEND

- ADMIN OFFICE
- BREAKOUT SPACE
- CO-WORKING SPACE 02
- COMPUTER LAB
- CORRIDOR
- COUNSELLING & SUPPORT OFFICE
- GROUP COUNSELLING ROOM
- QUIET READING AREA
- RESEARCH CENTRE
- TERRACE
- WCs

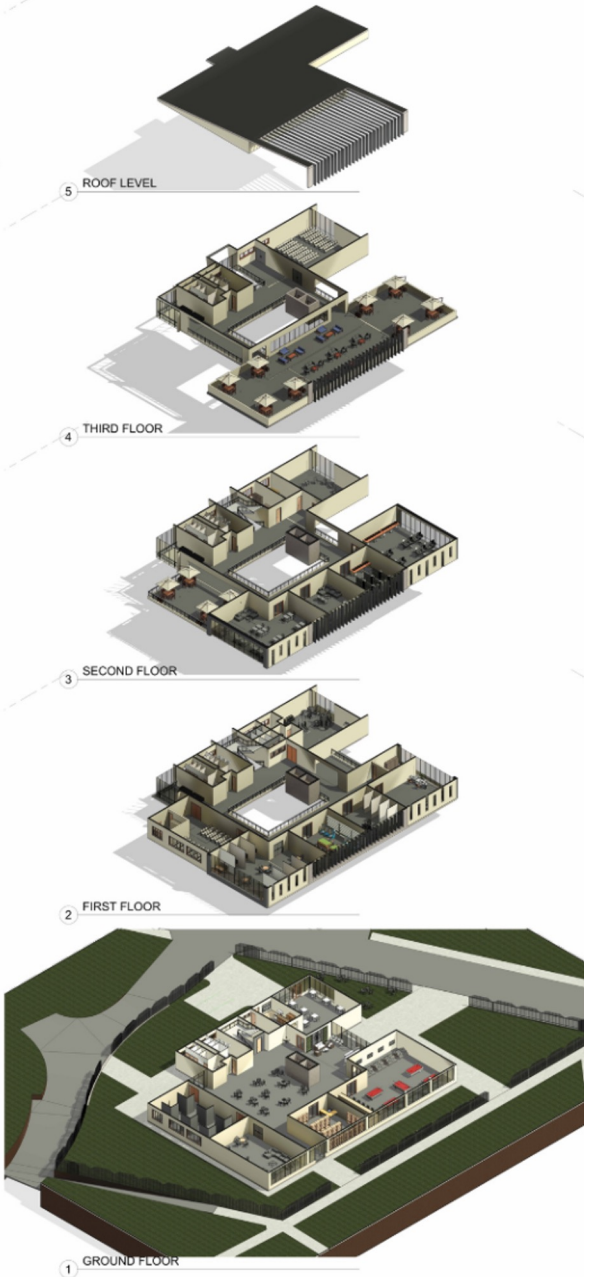
3 SECOND FLOOR
1 : 200



ROOM LEGEND

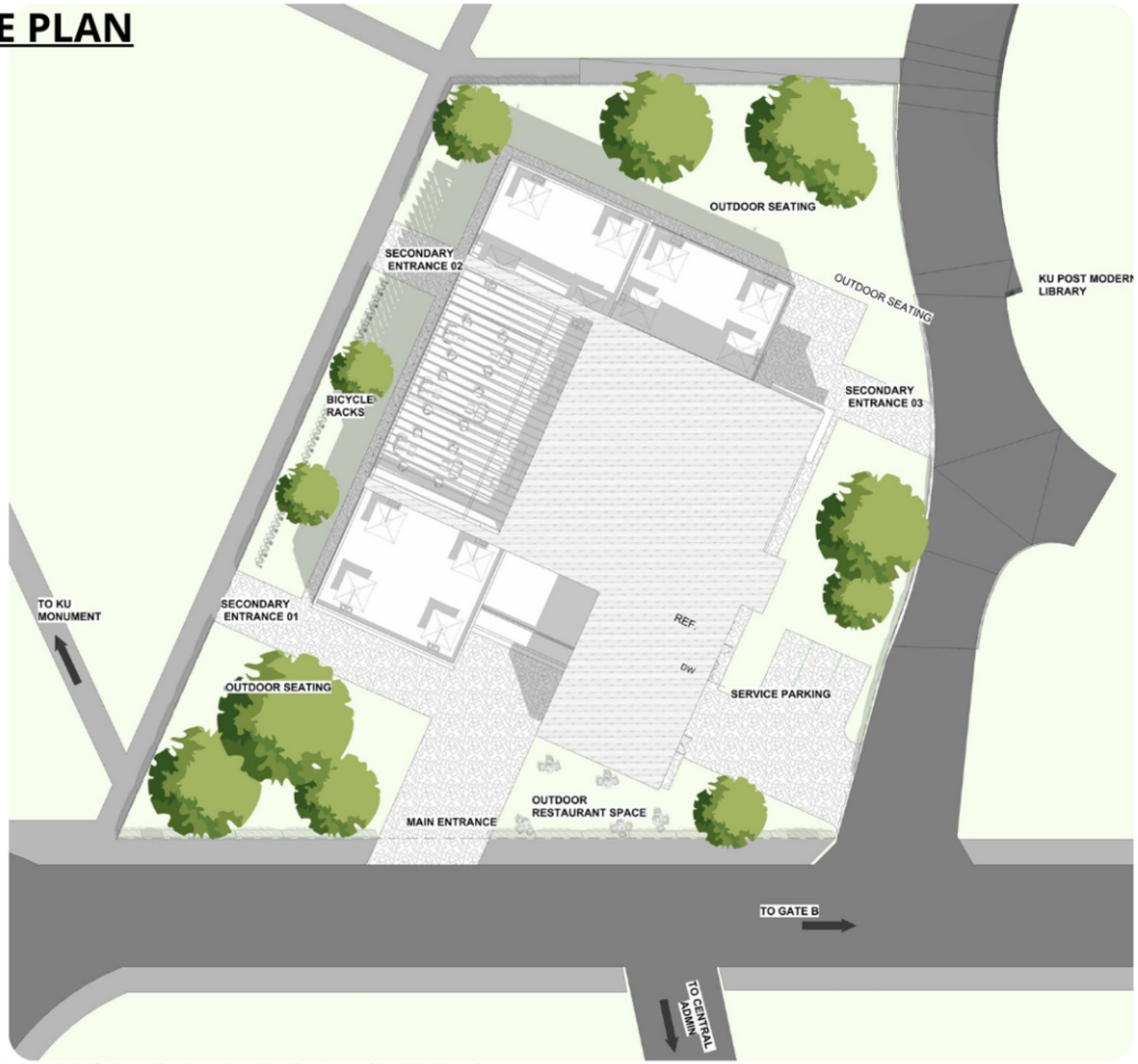
- BREAKOUT SPACE
- CORRIDOR
- MULTIPURPOSE HALL
- OPEN TERRACE
- WCs

4 THIRD FLOOR
1 : 200

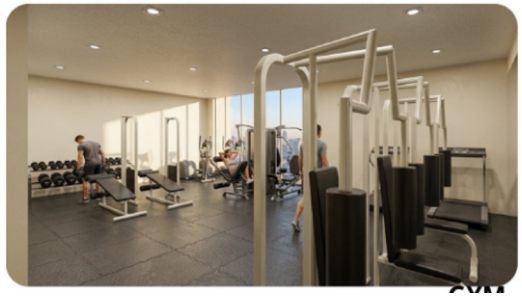


PRESENTATION DRAWINGS

SITE PLAN



INTERIOR 3D PERSPECTIVES

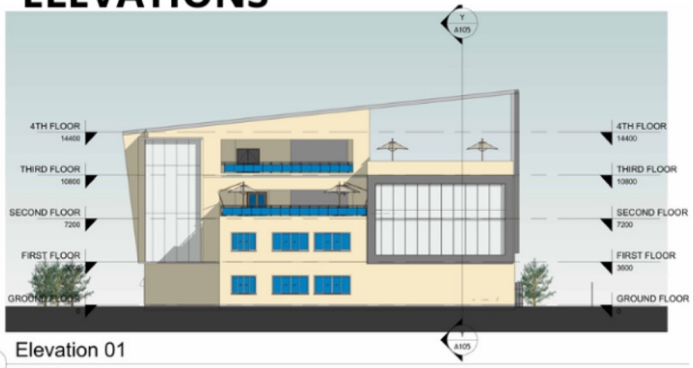


GYM

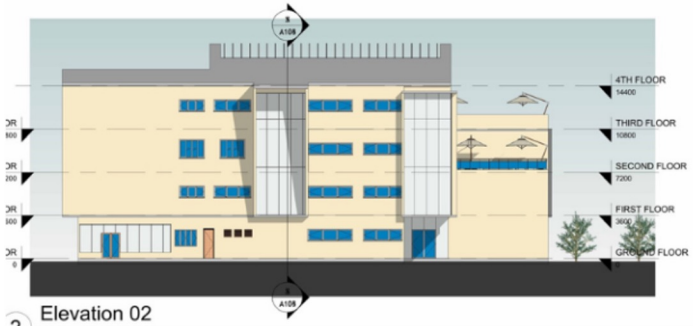


INDOOR RECREATION

ELEVATIONS



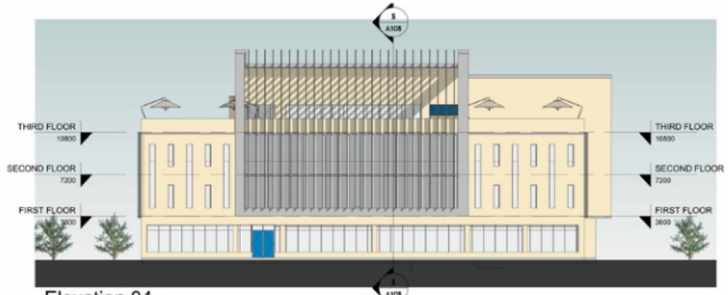
1 Elevation 01
1 : 200



2 Elevation 02
1 : 200



3 Elevation 03
1 : 200

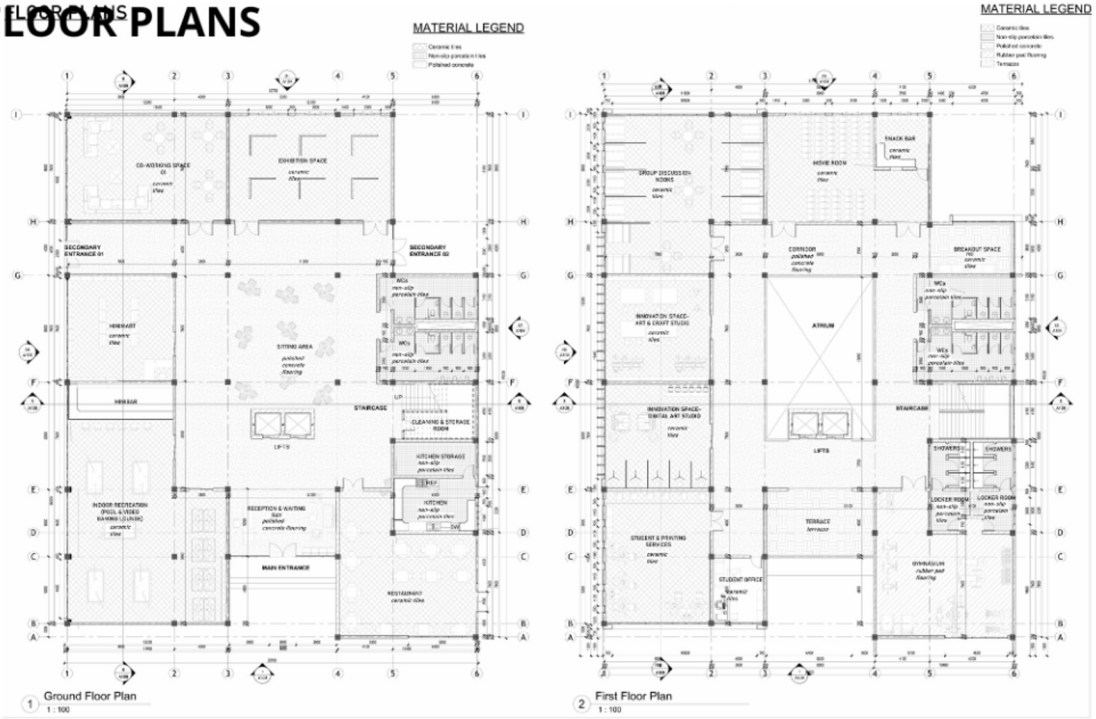


4 Elevation 04

WORKING DRAWINGS

FLOOR PLANS

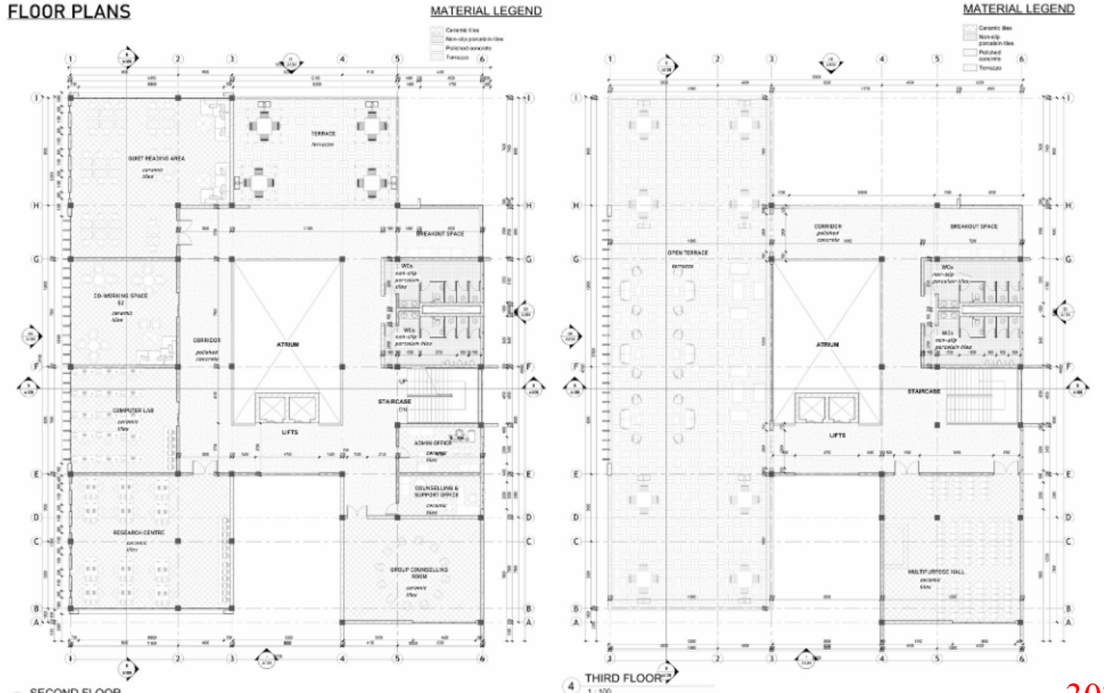
FLOOR PLANS



1 Ground Floor Plan
1 : 100

2 First Floor Plan
1 : 100

FLOOR PLANS

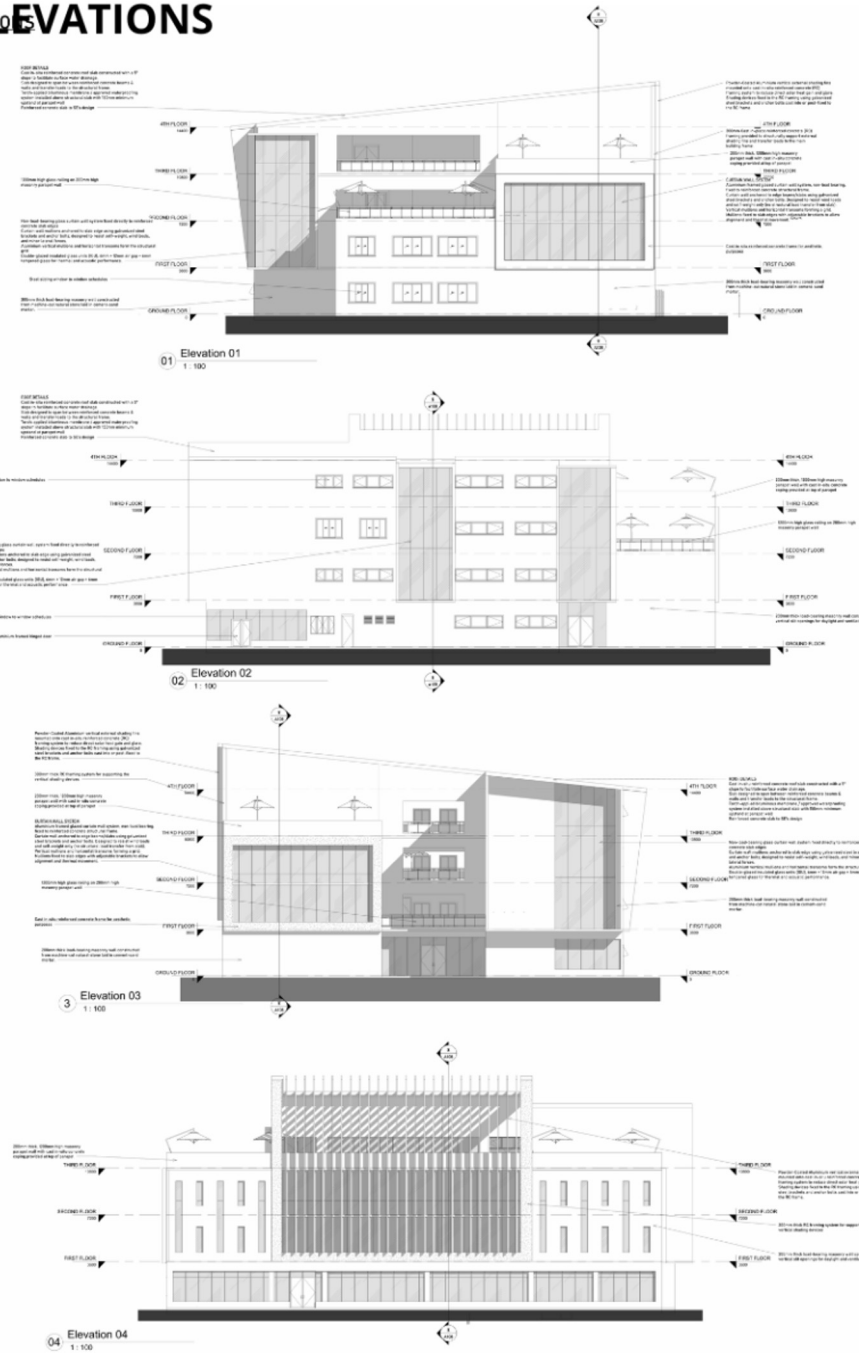


3 SECOND FLOOR
1 : 100

4 THIRD FLOOR
1 : 100

ELEVATIONS

ELEVATIONS



01 Elevation 01
1 : 100

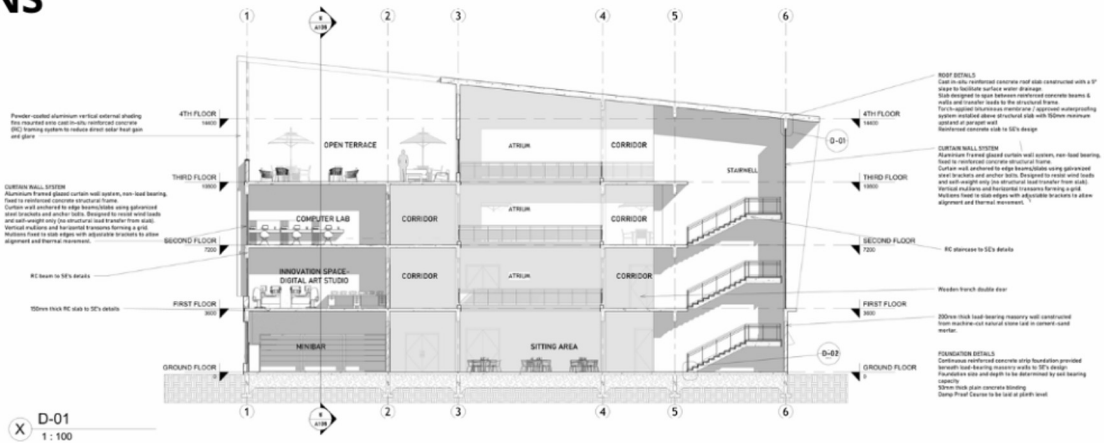
02 Elevation 02
1 : 100

3 Elevation 03
1 : 100

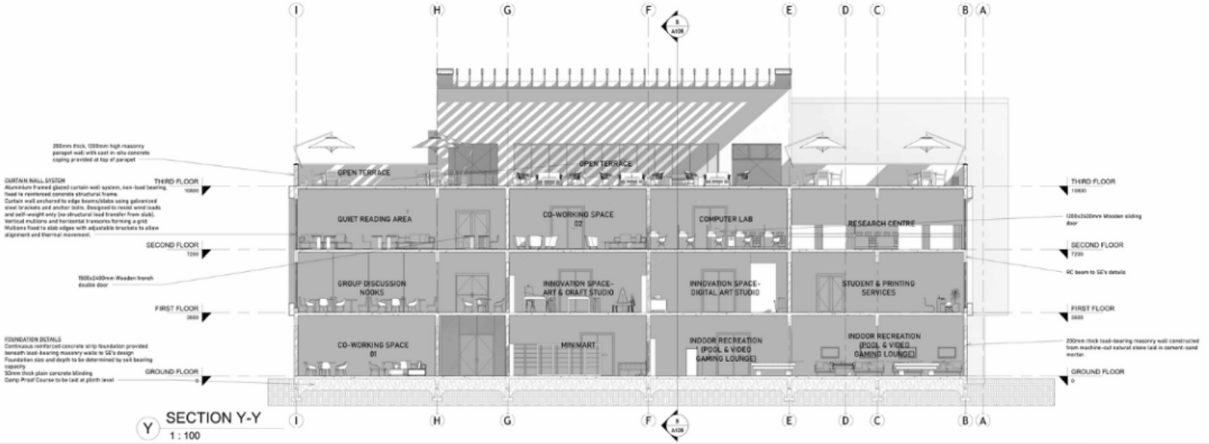
04 Elevation 04
1 : 100

WORKING DRAWINGS

SECTIONS

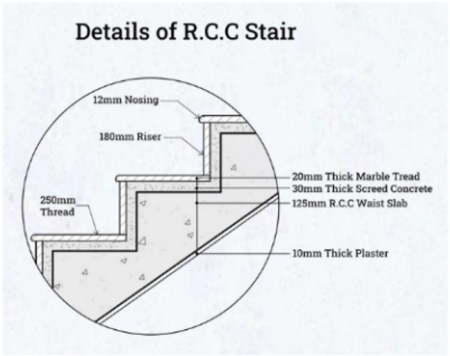


X D-01
1 : 100

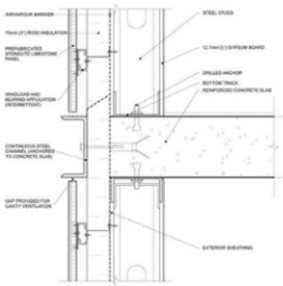


Y SECTION Y-Y
1 : 100

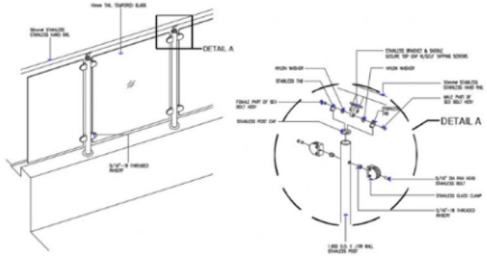
DETAIL DRAWINGS



Curtain wall detail



Glass Railing detail



EXTERIOR 3D PERSPECTIVES











NAME:BENCARSON KIMUHU KARIUKI
INSTITUTION:KENYATTA UNIVERSITY.
SCHOOL:ARCHITECTURE AND ENGINEERING.
DEPARTMENT:ARCHITECTURE AND INTERIOR DESIGN.
EMAIL:kariukibencarson18@gmail.com

BIOGRAPHY.

Bencarson Kariuki is an aspiring architectural designer who not only appreciates architecture as the physical built structures but as an evoloving platform for human activity and spatial experiences.His life blends creativity, sport, and cultural exploration.Alongside his passion for architecture and design, he maintains an active lifestyle through gym sessions, football, and swimming, while also enjoying the immersive worlds of video games.Music plays a central role in his personal expression, with a strong inclination toward rap music that inspires him to channel emotions and experiences into poetic writing and powerful lyrical expression.

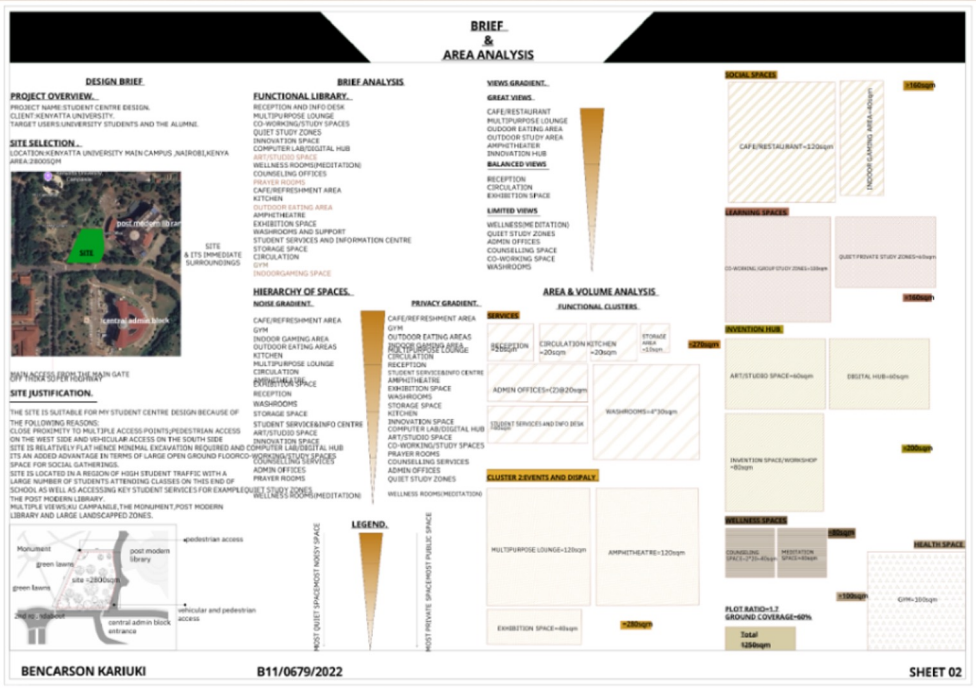
BENCARSON KARIUKI
ARCHITECTURE | MUSIC | TRAVEL

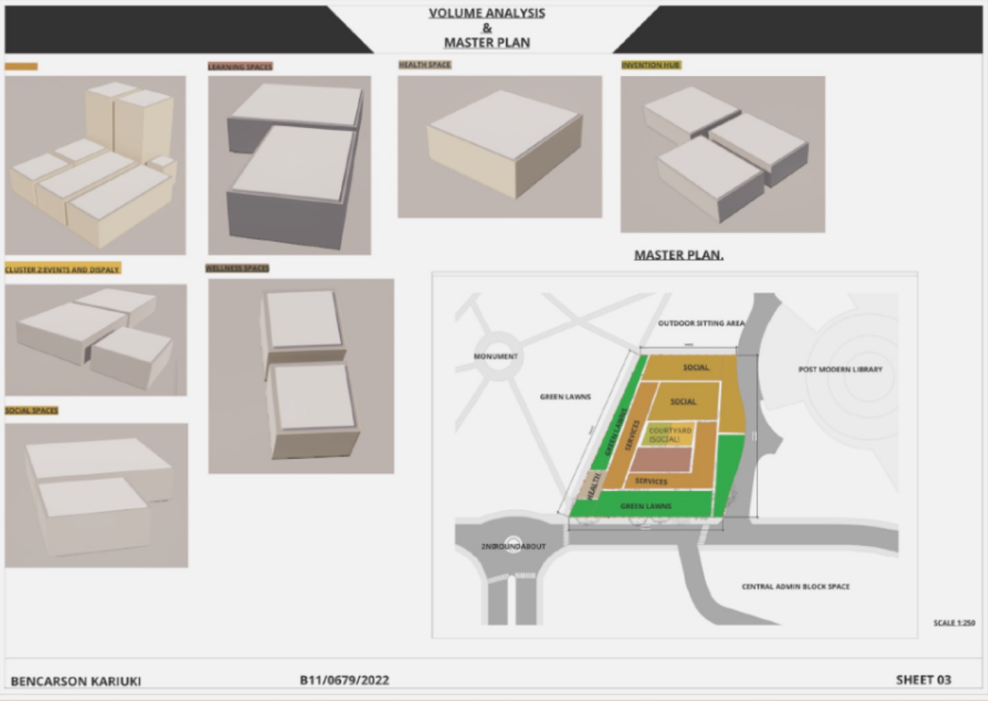
STUDENT HUB:MINDS IN MOTION



Source:3d render by bencarson kariuki

Architecture is the stage on which human interaction unfolds.





CONCEPT: "TERRACED COMMONS"

A dynamic student hub designed to foster collaboration, creativity, and movement across campus. The architecture encourages interaction between academic, cultural, and social activities, creating a vibrant centre where ideas and communities connect.

The Terraced Commons is more than a spatial strategy—it is a philosophical and social framework for how students live, interact, and grow within the built environment.

DESIGN PHILOSOPHIES

Connecting Students to the Outdoors

Terraces introduce exterior life into the heart of the building:

.outdoor recreational points

.planted roof gardens

.sun-shaded corners

Terraced Commons as Social Topography

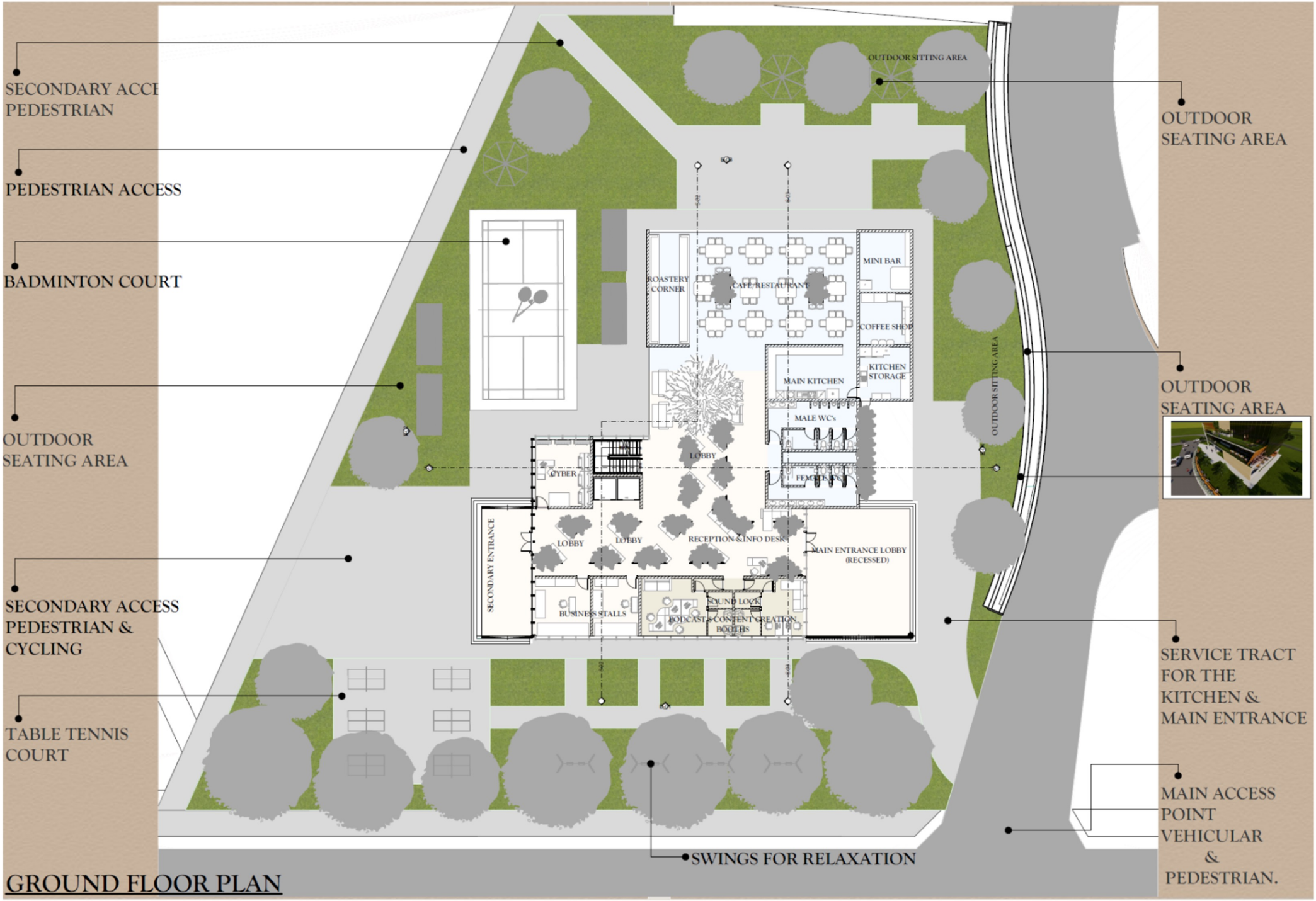
A terraced commons transforms the building itself into a social landscape—a topographical terrain where:

Flat areas encourage group study and informal meetings, terraces allow sitting, gathering, watching performances

Overlooks create visual relationships between floors

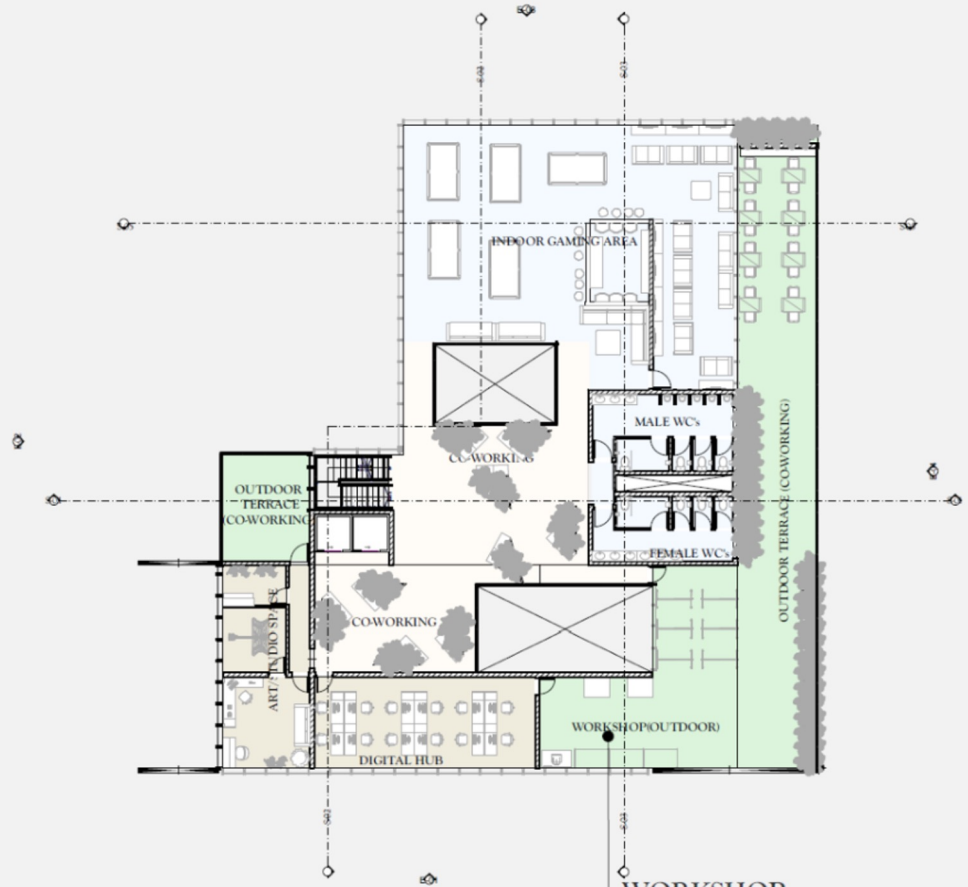
This "social topography" brings vibrancy and life and turns spaces into experiences.





GROUND FLOOR PLAN

PRESENTATION DRAWINGS



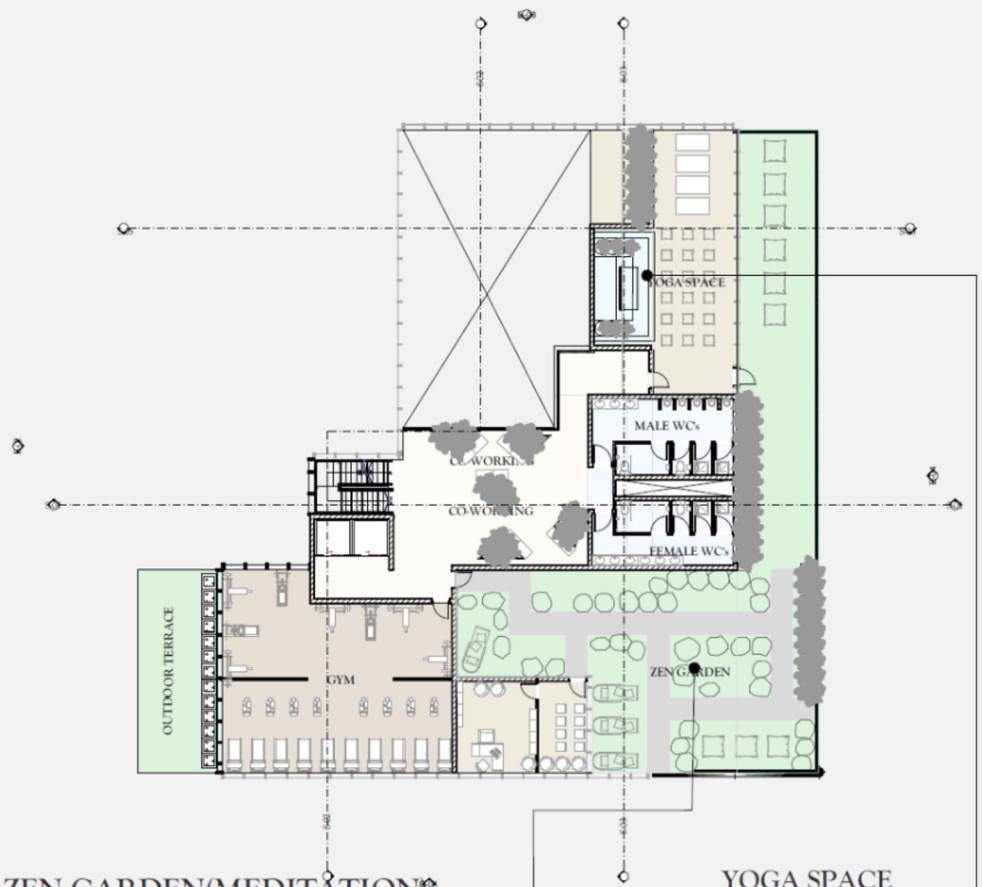


WORKSHOP

A SPACE WHERE STUDENTS CAN ENGAGE IN TASKS SUCH AS ART, MODELLING AND CAN DISPLAY THEIR WORKS. IT IS A SOCIAL SPACE THAT ENCOURAGES INNOVATION.

1ST FLOOR

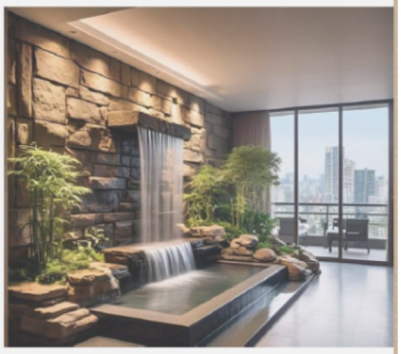
PRESENTATION DRAWINGS



ZEN GARDEN(MEDITATION)

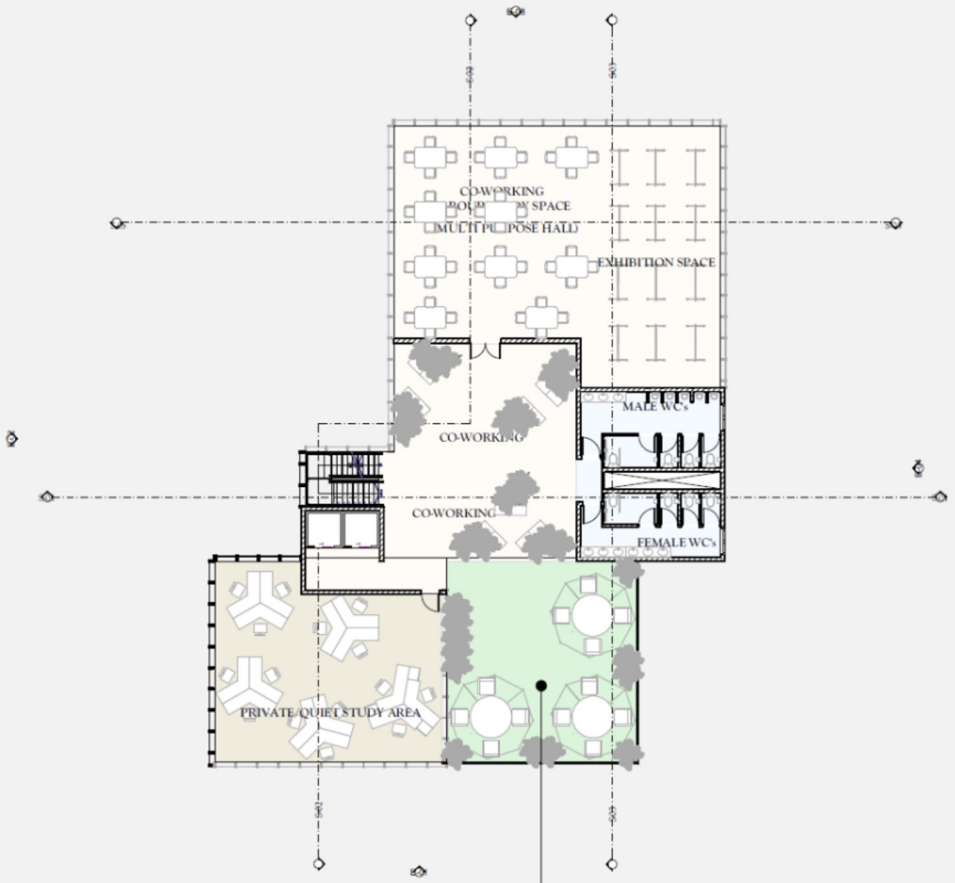


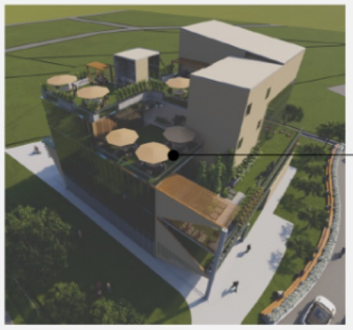
YOGA SPACE



2ND FLOOR

PRESENTATION DRAWINGS



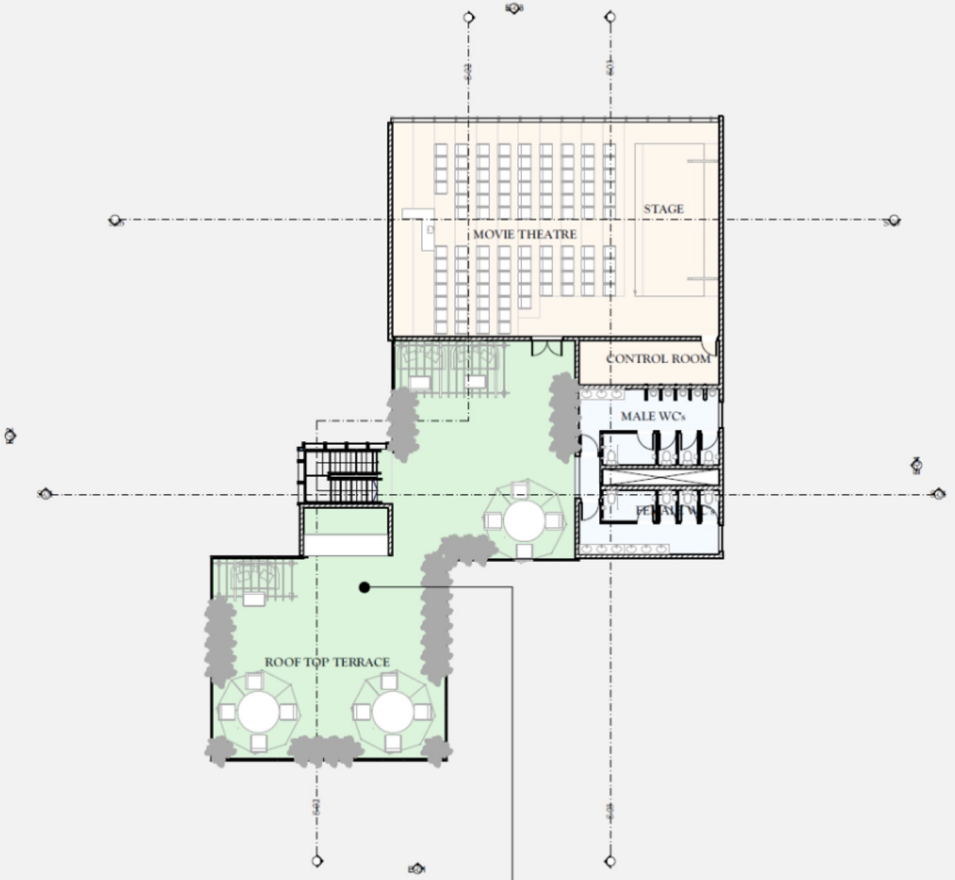


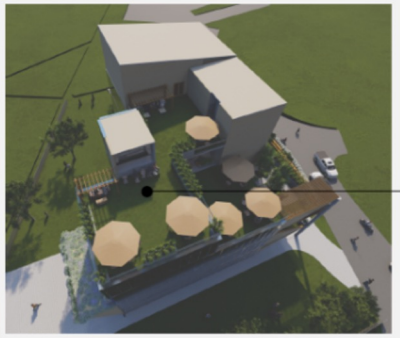
OUTDOOR READING AREA

OUTDOOR SPACE WITH GAZEBOS WHERE STUDENTS CAN HOLD GROUP DISCUSSIONS OR PERSONAL STUDY WHILE ENJOYING THE ENVIRONMENT THGIS BREAKS THE MONOTONY OF ENCLOSURE IN A ROOM LIMITING YOUR MIND.THE ENVIRONMENT IS A RICH SOURCE OF IDEAS.

3RD FLOOR

PRESENTATION DRAWINGS



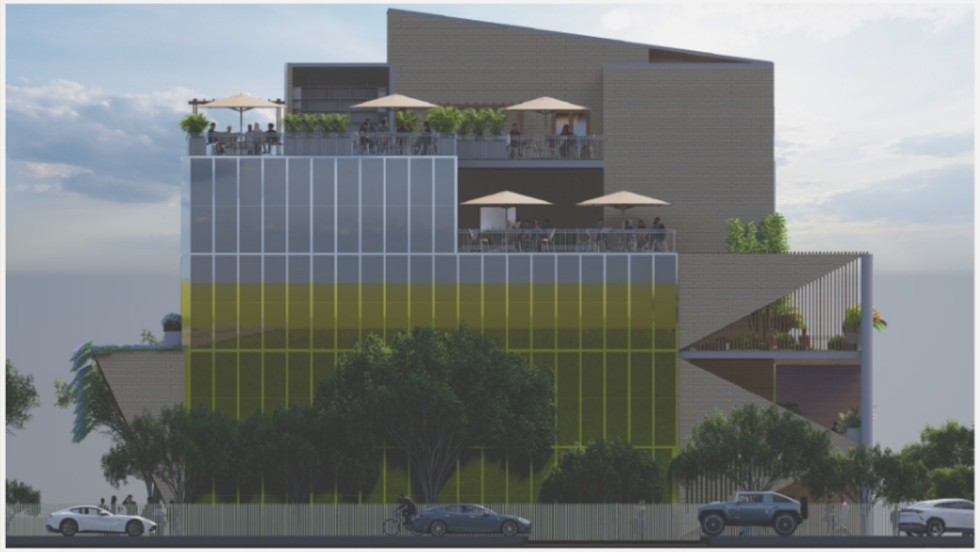


ROOF TOP TERRACE

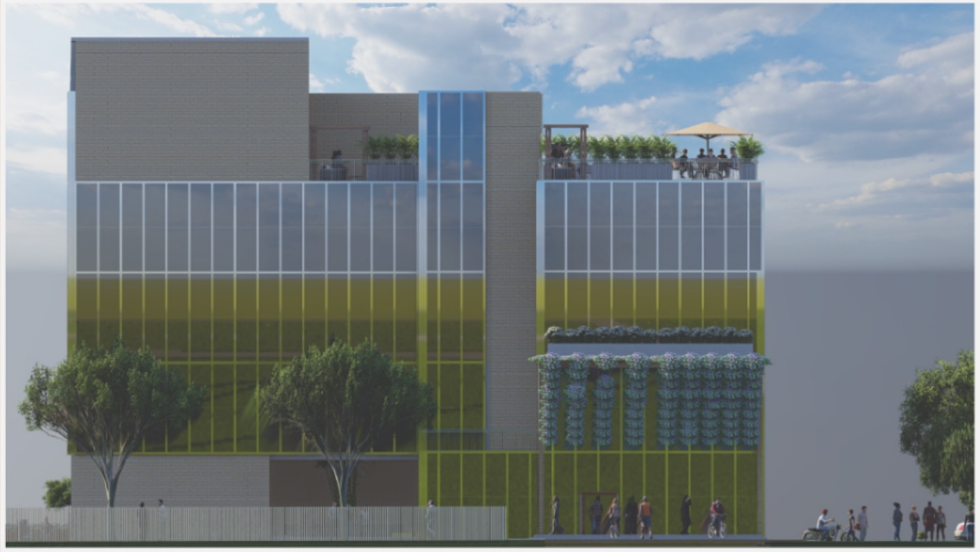
A SOCIAL SPACE WHERE BOTH STUDENTS AND STAFF CAN ENGAGE AND INTERACT HENCE STRENGTHENING BONDS AMONG THE USERS OF MY HUB. THERE IS A STORE FROM WHICH DRINKS CAN BE SERVED TO ALL.THE MOVIE THEATRE SHARES THE SAME FLOOR ENHANCING THE THEME OF COHESION AND SHARED SPACES.

4TH FLOOR

ELEVATIONS.

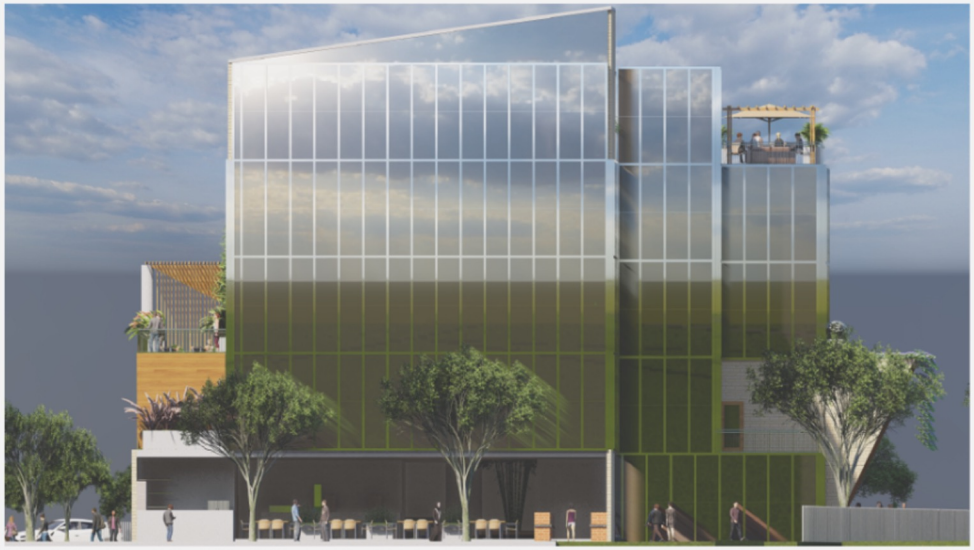


ELEVATION 01

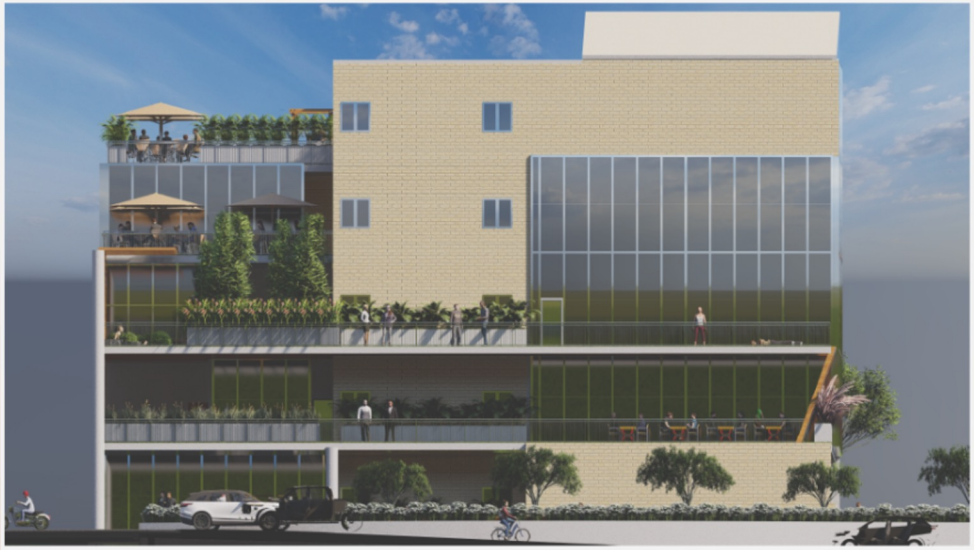


ELEVATION 02

ELEVATIONS.

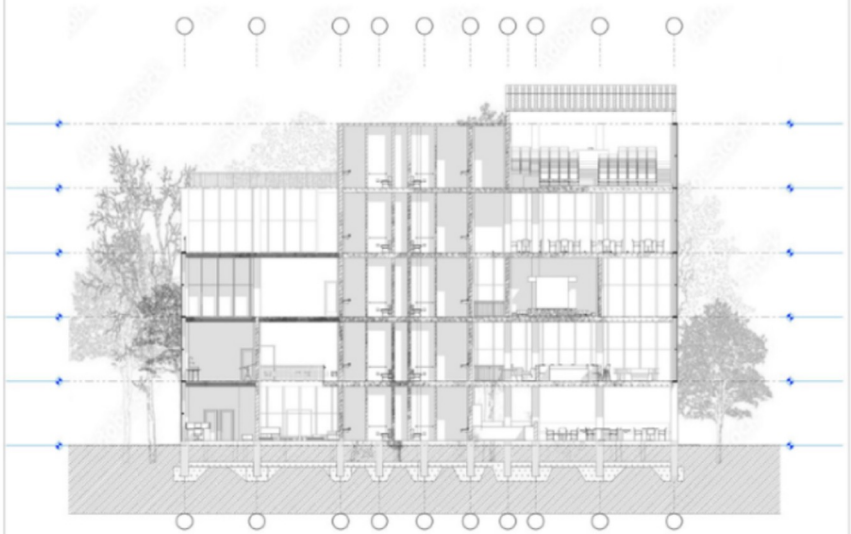


ELEVATION 03



ELEVATION 04

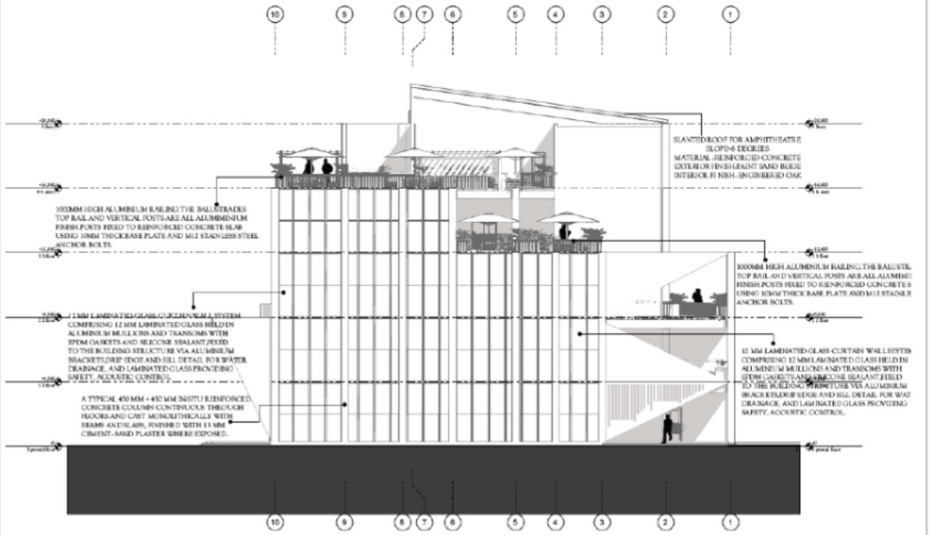
SECTIONS



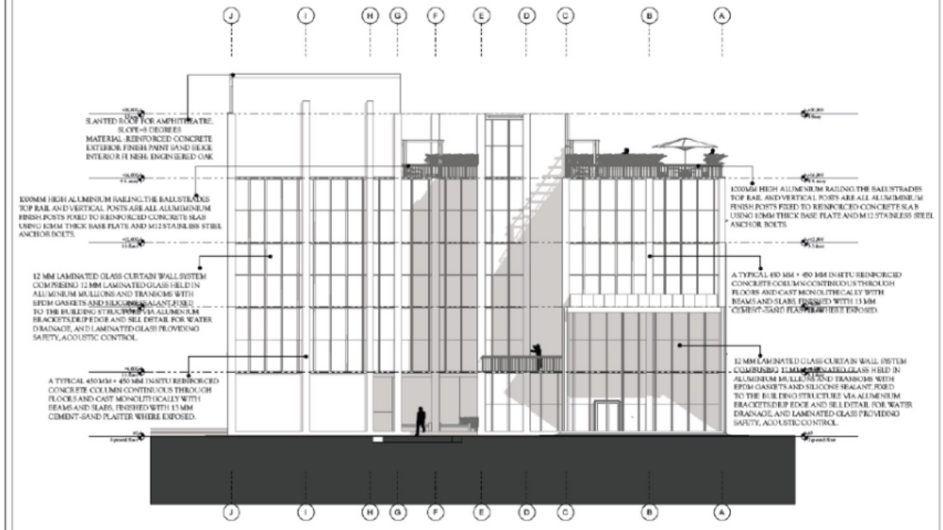


BENCARSON KARIUKI B11/0679/2022 SCALE:1:100

ELEVATIONS



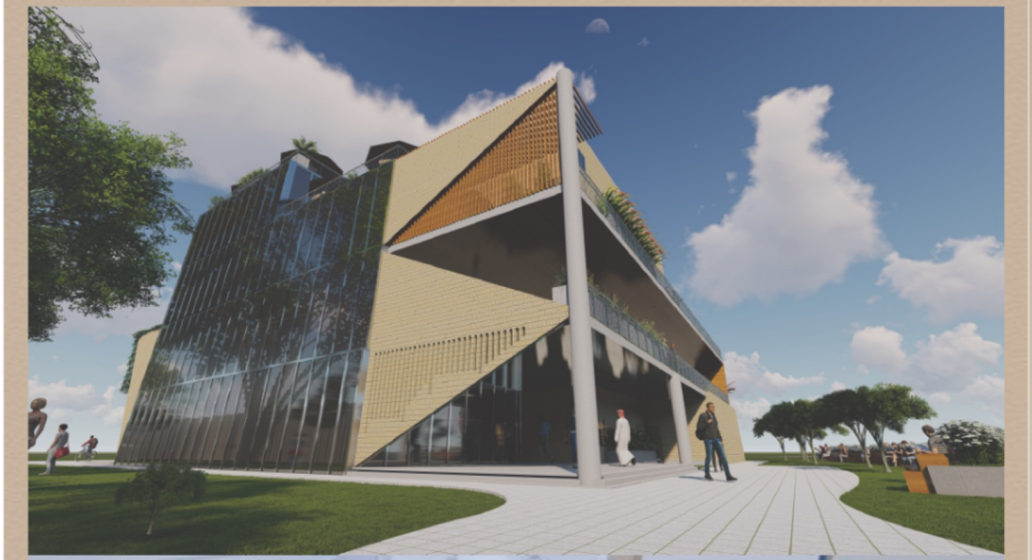
ELEVATION01



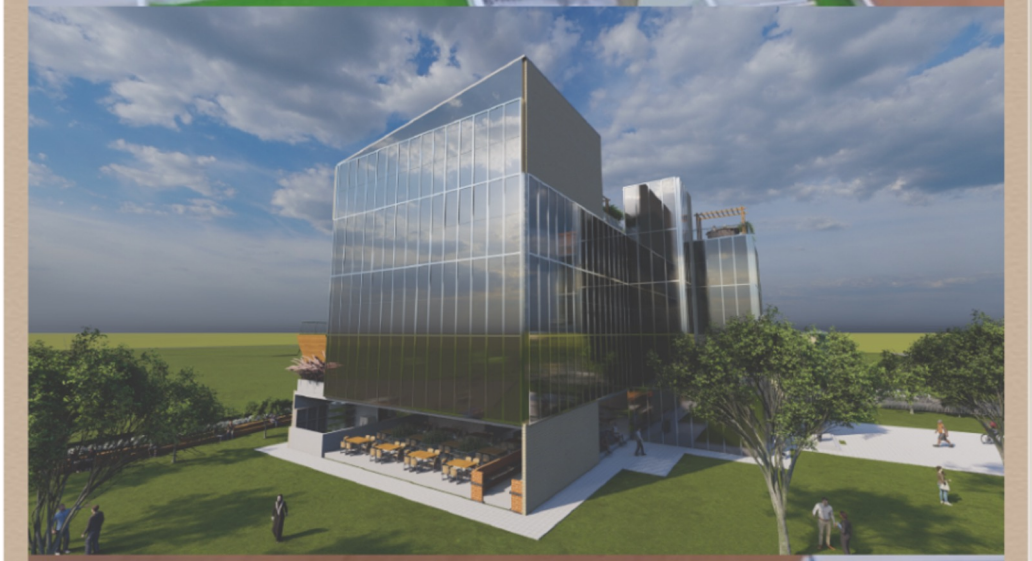
ELEVATION 02

BENCARSON KARIUKI B11/0679/2022 SCALE 1:100

3D PERSPECTIVES



Source:3d render by bencarson kariuki

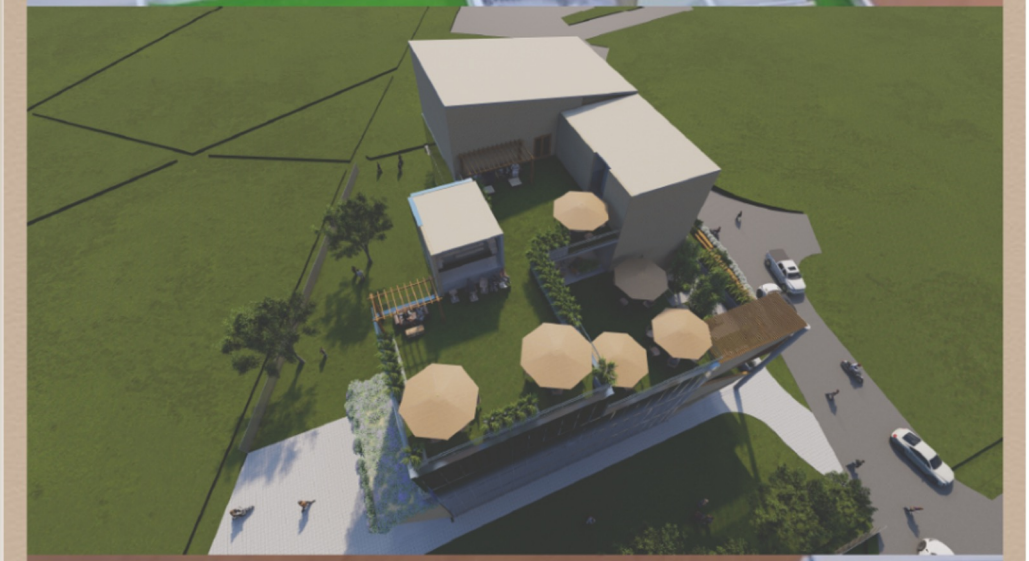


Source:3d render by bencarson kariuki

3D PERSPECTIVES



Source:3d render by bencarson kariuki



Source:3d render by bencarson kariuki



DAMARIS ATAYI OKUTUTI

Phone Number: +254111226991
Email Address: damaris.okututi@gmail.com

Damaris Atayi is an architect in training who understands design as an "**exchange between the building and the ground, light and material, intention and inhabitant.**" Her design process is one of "**listening" to spaces** before imposing on them, **allowing materials to "speak,"** and continually refining ideas through "**persistent iteration."** Her name evokes the connotations of gentleness, which for her means **"a kind of rigor in knowing when to revise and when to trust one's vision."**

THE BARAZA NEXUS



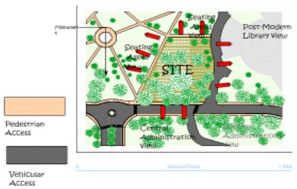
The Student Hub, her latest body of work, is an engagement with the ways that people congregate, move, and pause; a consideration of the space between programmatic certainty and human instinct. Intention is in every line, every material choice.

PRESENTATION DRAWINGS

SITE SELECTION

LOCATION: WITHIN KENYATTA UNIVERSITY MAIN CAMPUS
CLIENT: KENYATTA UNIVERSITY MAIN CAMPUS
SITE SIZE: APPROXIMATELY 3000 SQM

SITE JUSTIFICATION:
MULTIPLE ACCESS POINTS — LARGE STUDENT POPULATION
MULTIPLE SERENE VIEWS — CENTRAL LOCATION WITHIN THE CAMPUS



PROJECT OVERVIEW

PROJECT NAME: STUDENT HUB
PROJECT SCOPE: 1000SQM-1200SQM (EXPANDABLE)
PROJECT GOALS: ENHANCE STUDENT LIFE, PROMOTE INTERACTION, IDENTITY
WELLNESS, SUSTAINABILITY, ACCESSIBILITY

CATEGORIES OF USERS AND SPECIFIC USE
PRIMARY USERS: KENYATTA UNIVERSITY STUDENTS
SECONDARY USERS: FACULTY, STUDENT LEADERS, VISITORS, SUPPORT STAFF

GENDER: INCLUSIVE; CATERING EQUALLY TO ALL GENDERS
ABILITY: FULLY ACCESSIBLE TO PWDs (RAMPS, ELEVATORS)

SPECIFIC USE:
STUDY
COLLABORATION + INFORMAL SPACES
RECREATION
WELLNESS
COUNSELLING
EXHIBITION + EVENTS

FUNCTIONAL DIAGRAMS

PRIVATE READING AND STUDY AREAS
COUNSELLING AND WELLNESS ROOMS
MULTIPURPOSE HALLS AND/OR EVENTS SPACE
EXHIBITION/DISPLAY AREAS FOR STUDENT WORK
CAFE AND SOCIAL ZONES
OUTDOOR SHADED SEATING
STUDENT SUPPORT COUNTERS OR OFFICES
ACCESSIBILITY FEATURES (ELEVATORS, RAMP, TOILETS)

CLUSTERS (@650SQM EXCLUDING OUTDOOR AMPHITHEATER)

1. ARRIVAL SPACES
RECEPTION 30SQM
STUDENT SERVICES 40SQM
WASHROOMS 20SQM

2. ACADEMIC SPACES
QUIET STUDY SPACES 90SQM
INNOVATION AND MAKERSPACE 80SQM
CO-WORKING SPACES 100SQM
COMPUTER LAB 60SQM
2 GROUP DISCUSSION ROOMS 30SQM EACH

3. SOCIAL SPACES
MULTIPURPOSE LOUNGE 100SQM
INDOOR RECREATIONAL 80SQM
CAFE AND RESTAURANT 100SQM
EXHIBITION 40SQM

4. WELLNESS
MEDITATION ROOMS 20SQM
2 COUNSELLING OFFICES 20SQM EACH
FIRST-AID ROOM 15SQM

PRIVACY GRADIENT
MEDITATION ROOMS
COUSELLING OFFICES
QUIET STUDY SPACES
STUDENT SERVICES
FIRST-AID ROOMS
COMPUTER LAB
CO-WORKING SPACES
GROUP DISCUSSION ROOMS
MULTIPURPOSE LOUNGE
INNOVATION MAKERSPACE
EXHIBITION AND EVENTS
RECREATIONAL SPACE
CAFE AND RESTAURANT
WASHROOMS
RECEPTION
OUTDOOR AMPHITHEATER
MAX. PRIVACY — MIN. PRIVACY

NOISE GRADIENT
OUTDOOR AMPHITHEATER
RECEPTION
WASHROOMS
CAFE AND RESTAURANT
RECREATIONAL SPACE
EXHIBITION AND EVENTS
INNOVATION MAKERSPACE
MULTIPURPOSE LOUNGE
GROUP DISCUSSION ROOMS
CO-WORKING SPACES
COMPUTER LAB
FIRST-AID ROOMS
STUDENT SERVICES
QUIET STUDY SPACES
COUSELLING OFFICES
MEDITATION ROOMS
MAX. NOISE — MIN. NOISE

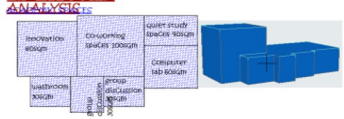
AREAS WITH MAXIMUM NOISE EXPOSURE AND WHICH REQUIRE LESS PRIVACY ARE LIKELY TO FACE THE EAST (TOWARDS THE CAMPANILE AND THE WEST (BESIDE THE ROAD)

VIEWS GRADIENT
OUTDOOR AMPHITHEATER
CAFE AND RESTAURANT
EXHIBITION AND EVENTS
INNOVATION MAKERSPACE
RECREATIONAL SPACE
MULTIPURPOSE LOUNGE
RECEPTION
GROUP DISCUSSION ROOMS
CO-WORKING SPACES
COMPUTER LAB
FIRST-AID ROOM
WASHROOMS
STUDENT SERVICES
QUIET STUDY SPACES
COUSELLING OFFICES
MEDITATION ROOMS
MAX. VIEWS — MIN. VIEWS

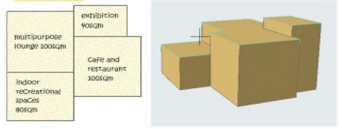
ACCESS GRADIENT
RECEPTION FIRST AID ROOM
WASHROOMS
STUDENT SERVICES
COMPUTER LAB
OUTDOOR SEATING AREAS
CAFE AND RESTAURANT
EXHIBITION SPACE
INNOVATION MAKERSPACE
RECREATIONAL SPACE
MULTIPURPOSE LOUNGE
CO-WORKING SPACES
QUIET STUDY SPACES
COUSELLING ROOMS
MEDITATION ROOMS
MAX. ACCESS — MIN. ACCESS

VIEWS EITHER ARE EITHER IN RELATION TO THE OUTDOOR AMPHITHEATER (INSIDE VIEWS) OR IN RELATION TO THE NEIGHBOURHOOD (OUTSIDE VIEWS)

AREA VOLUME ANALYSIS



SOCIAL SPACES

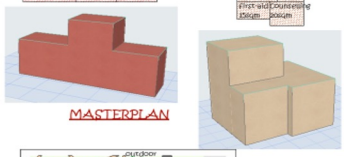


ARRIVAL SPACES



WELLNESS AREAS





MASTERPLAN

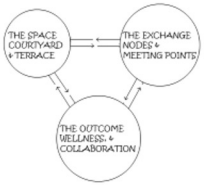


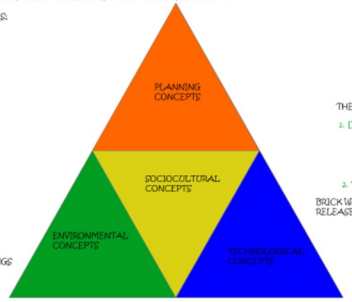
PHILOSOPHY AND CONCEPT DEVELOPMENT

BARAZA NEXUS

THE PHILOSOPHY: BARAZA

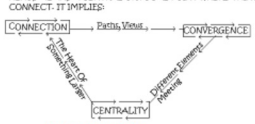
IN KENYAN TRADITION, THE BARAZA IS NOT JUST AN EVENT, IT IS A PLACE UNDER A SHADE TREE. ELDERS MEET STORIES ARE SHARED, PROBLEMS SOLVED AND COMMUNITY STRENGTHENED. IT IS INFORMAL YET SIGNIFICANT OPEN YET INTIMATE, EVERYDAY YET SPECIAL.
THE STUDENT BARAZA HAS THREE ESSENTIAL QUALITIES:





THE CONCEPT: NEXUS

NEXUS MEANS A CENTRAL OR FOCAL POINT WHERE THINGS CONNECT. IT IMPLIES:



A. PLANNING CONCEPTS

THE PLANNING CONCEPT IS STRUCTURED AROUND A CENTRAL 'TREE'. THE PRIMARY GATHERING SPACE FROM WHICH EVERYTHING ELSE RADIATES

CIRCULATION AS BARAZA PATHS

MOVEMENT IS NOT FUNCTIONAL. IT IS EXPERIENTIAL. PATHS ARE DESIGNED AS BARAZA JOURNEY WHERE ENCOUNTERS HAPPEN



1. PATHS RADIATE FROM NEXUS
2. VISUAL CONNECTIONS ACROSS WINGS
3. NODES AT EVERY INTERSECTION
4. JOURNEY EQUALS SEQUENCE OF ENCOUNTERS

B. SOCIOCULTURAL CONCEPTS

BENCHES WIDE ENOUGH FOR TWO



TABLES THAT ENCOURAGE SHARING



2. TRANSPARENCY AS CULTURAL VALUE

IN KENYAN CULTURE, COMMUNITY IS BUILT ON OPENNESS. THE BUILDING'S TRANSPARENCY REFLECTS IT'S VALUE

PERFORATED SCREENS: FILTERED VIEWS, PRIVACY WITHOUT ISOLATION DAPPLED LIGHT WHICH EQUALS DAPPLED VIEWS



C. ENVIRONMENTAL CONCEPTS

THE BARAZA NEXUS CREATES ITS OWN MICROCLIMATE: COMFORTABLE, SUSTAINABLE AND CONNECTED TO NATURE

1. DAYLIGHTING — CLEAR GLASS FOR BRIGHTNESS
GLASS BLOCK FOR DIFFUSION
PERFORATED SCREENS FOR FILTERING



2. THERMAL MASS

BRICK WALLS: ABSORB HEAT BY DAY; RELEASE AT NIGHT@ HOURS' TIME LAG)



MATERIALITY

MATERIAL PHILOSOPHY: THE BARAZA PALETTE

MATERIALS ARE CHOSEN FOR THEIR STORIES; EACH ONE CONTRIBUTING TO THE BARAZA NARRATIVE

1. GLASS: THE TRANSPARENCY OF COMMUNITY (OPEN, CONNECTING, HONEST)



2. TERRACOTA: THE WARMTH OF THE EARTH (GROUNDED, PERMANENT, NAIROBI SOIL)



3. CARBONIZED BAMBOO: THE SUSTAINABILITY OF TRADITION (RENEWABLE, WARM, FAST GROWING)



4. PERFORATED METAL: THE FILTER OF INTERACTION (PARTIAL VIEWS, DAPPLED LIGHT)



D. TECHNOLOGICAL CONCEPTS

EACH FACADE SYSTEM IS A TECHNOLOGICAL ASSEMBLY, CHOSEN FOR PERFORMANCE, DURABILITY AND EXPRESSION

PERFORATED STEEL — GLASS BLOCK

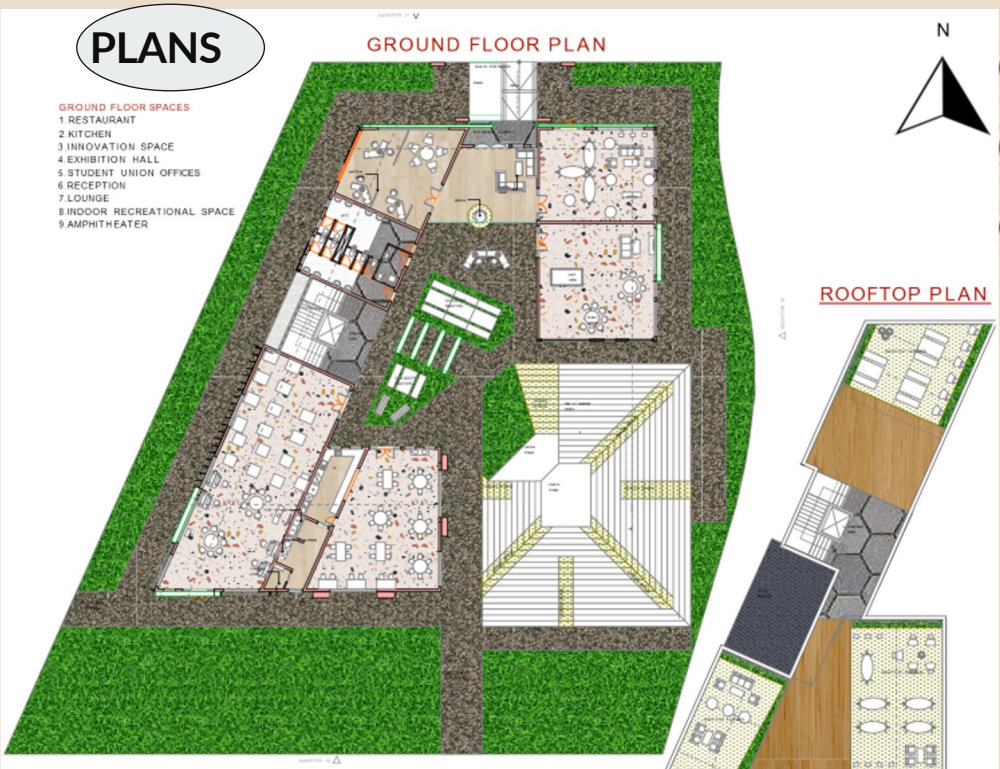
TECHNOLOGICAL INTEGRATION

DIMMABLE LIGHTS
DATA: WIFI EVERYWHERE
SECURITY: DESCRETE CAMERAS
BUILDING MANAGEMENT: SMART SENSORS

PLANS

GROUND FLOOR PLAN

GROUND FLOOR SPACES
1. RESTAURANT
2. KITCHEN
3. INNOVATION SPACE
4. EXHIBITION HALL
5. STUDENT UNION OFFICES
6. RECEPTION
7. LOUNGE
8. INDOOR RECREATIONAL SPACE
9. AMPHITHEATER



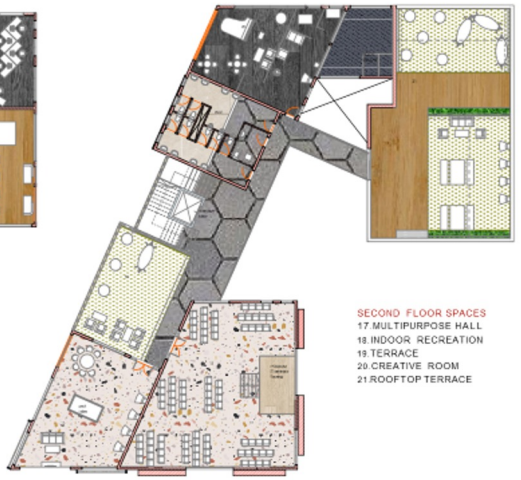
ROOFTOP PLAN

1ST FLOOR PLAN

FIRST FLOOR SPACES
10. COWORKING SPACE
11. GROUP STUDY ROOM
12. QUIET STUDY SPACE
13. GYMNASIUM
14. COMPUTER LAB
15. MEDITATION SPACE
16. COUNSELLING ROOM



2ND FLOOR PLAN



SECOND FLOOR SPACES
17. MULTIPURPOSE HALL
18. INDOOR RECREATION
19. TERRACE
20. CREATIVE ROOM
21. ROOFTOP TERRACE

PRESENTATION DRAWINGS

ELEVATIONS

E-01



E-02



E-03



E-04



SECTIONS

S-01



S-02



S-03

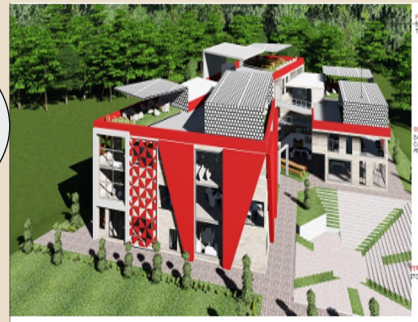


3D DRAWINGS









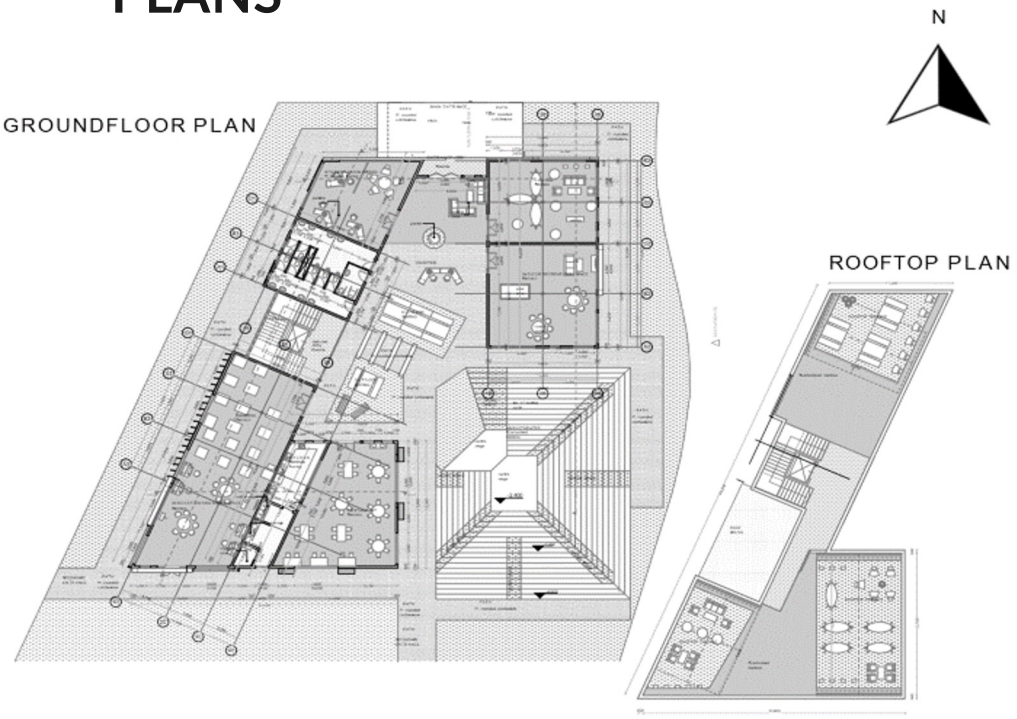




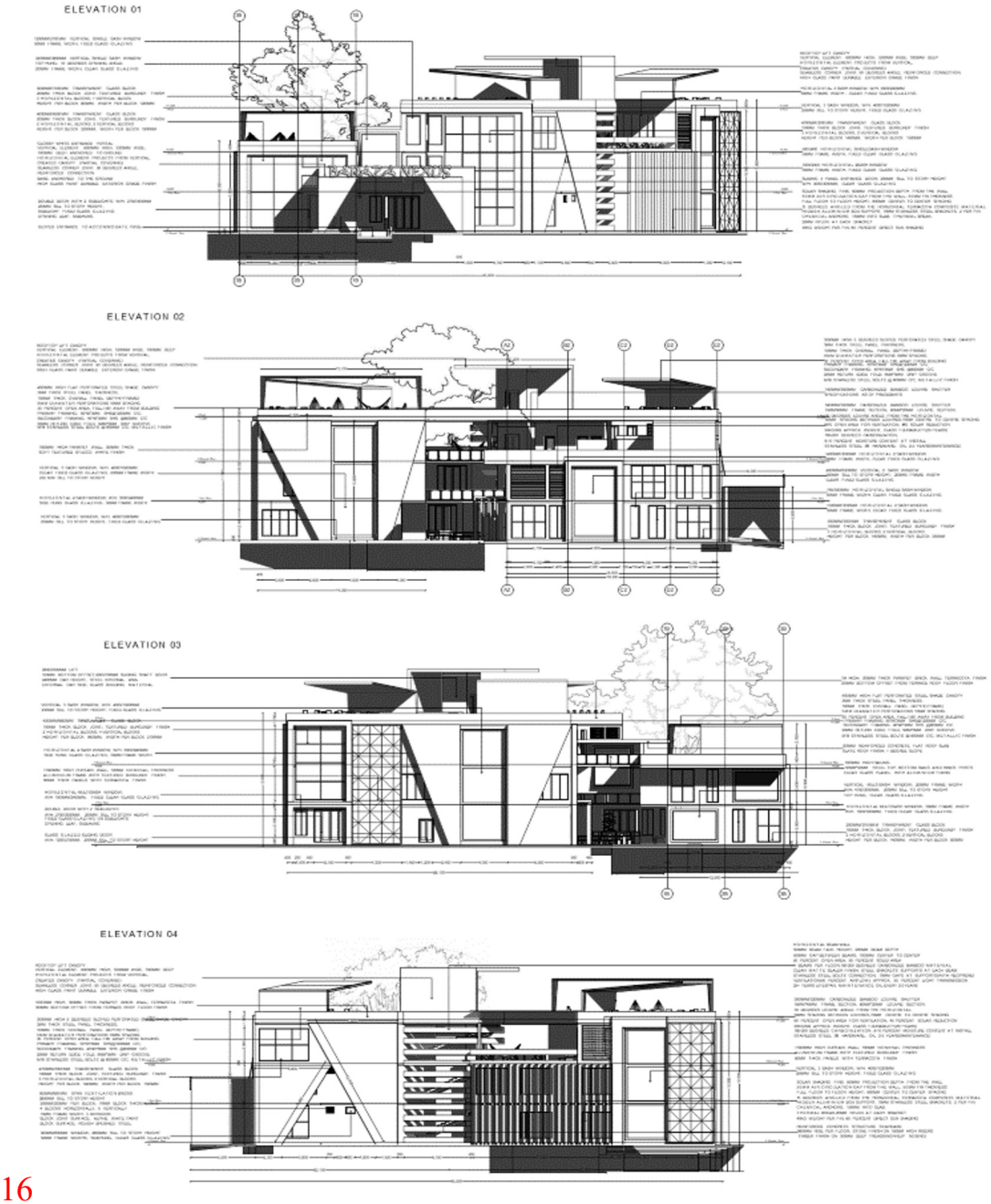


WORKING DRAWINGS

PLANS

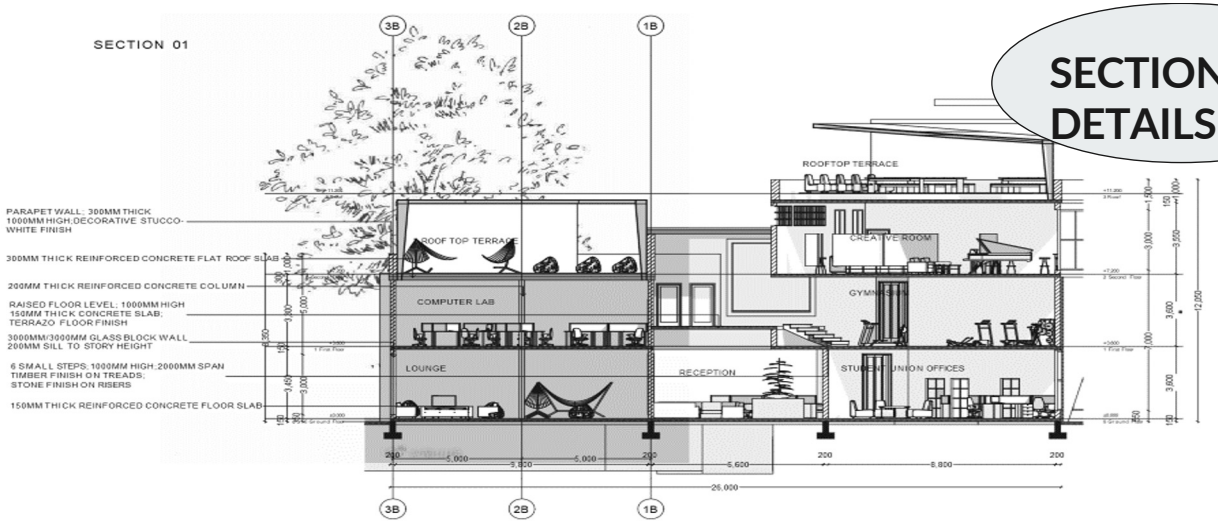


ELEVATIONS

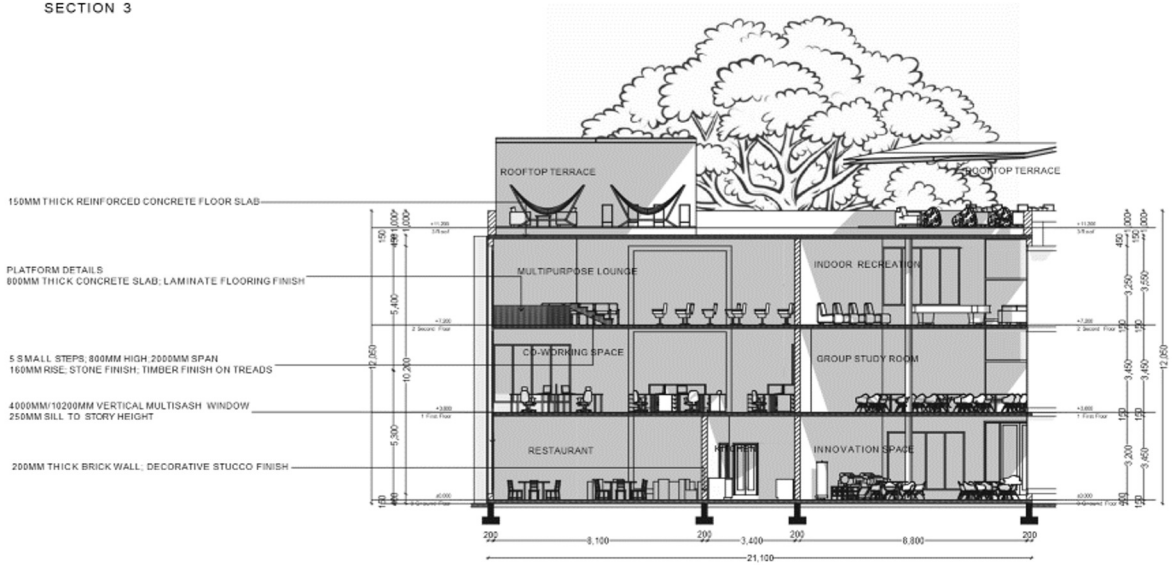


SECTIONS & DETAILS

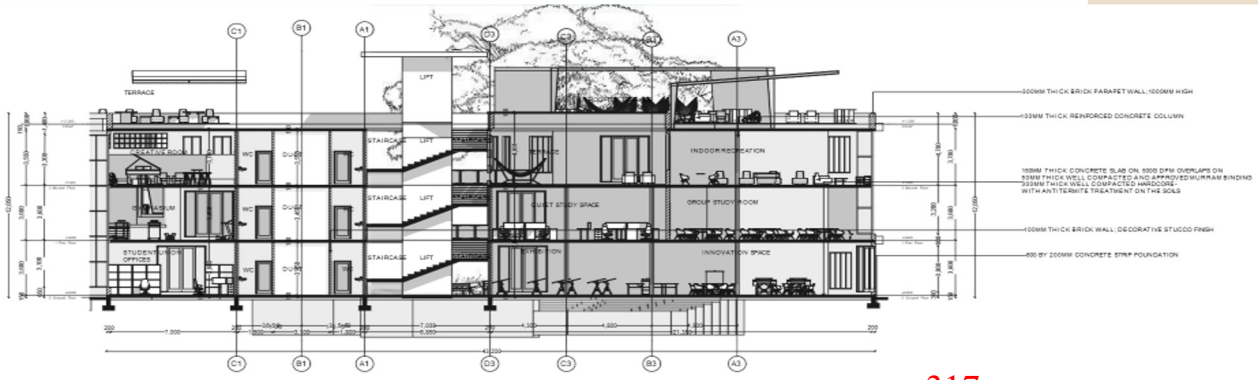
SECTION 01

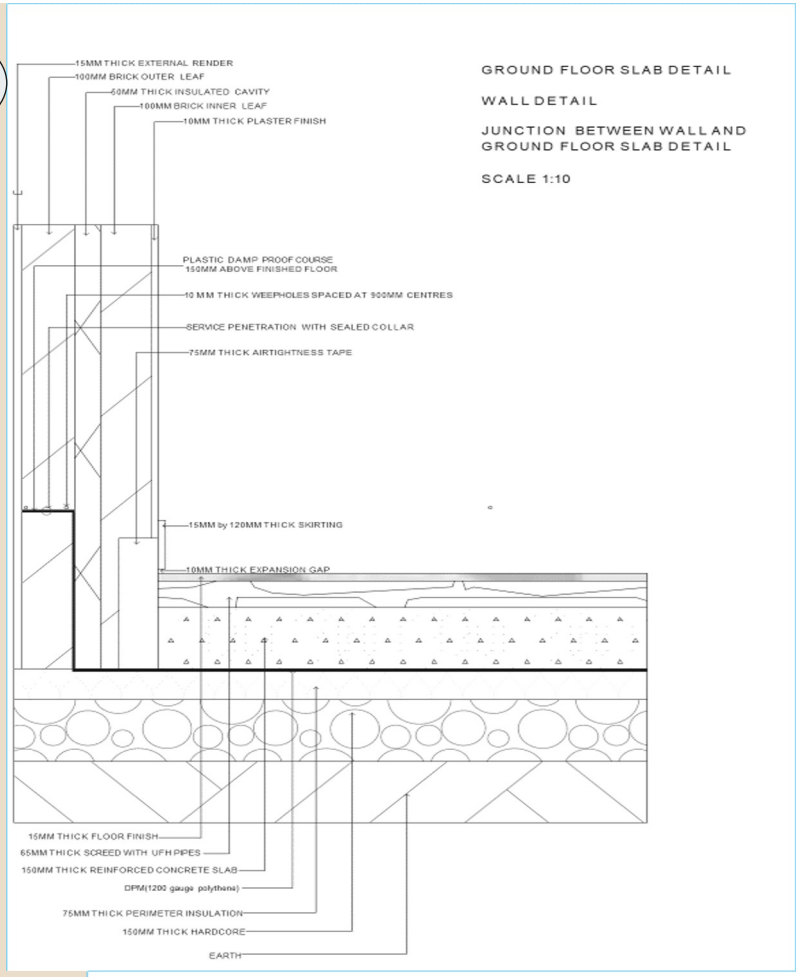


SECTION 3



SECTION 4





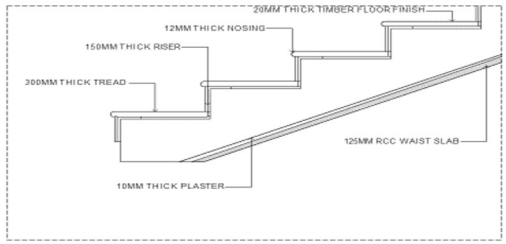
GROUND FLOOR SLAB DETAIL

WALL DETAIL

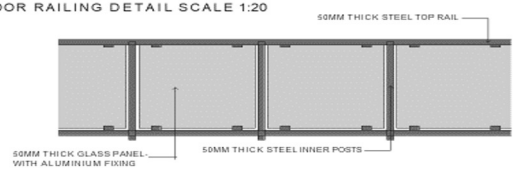
JUNCTION BETWEEN WALL AND GROUND FLOOR SLAB DETAIL

SCALE 1:10

STAIR TREAD DETAIL
SCALE 1:10



CORRIDOR RAILING DETAIL SCALE 1:20



KU STUDENTS HUB - OPENNESS







BIOGRAPHY

I am a Fourth Year Student of Architecture in Kenyatta University. What drew me to architecture was the realization that spaces quietly control how we live, move, and interact with each other every day. The more I studied it, the more I began to see buildings not just as objects, but as decisions that shape people's lives.

Growing up, I didn't always have the language for architecture, but I noticed spaces a lot. Some places felt open and comfortable, while others felt crowded or chaotic, and I was curious why.

I like the idea that you could imagine something in your mind and eventually see it exist in the real world. That possibility alone made architecture feel exciting and worth pursuing.

To me, a successful design is one that people feel comfortable using without even thinking about it.

In the future, I hope to design spaces that people genuinely enjoy being in. Because I know the impacts design decisions can have on everyday life.

NAME: Vivienne Atsing'a Ombolo.
INSTITUTION: Kenyatta University.
EMAIL: ombolovivienne@gmail.com

BRIEF ANALYSIS

PROJECT BACKGROUND

PROJECT: **Design of A Student Centre in Kenyatta University.**

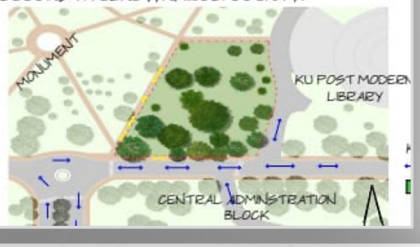
CLIENT: **Kenyatta University**

SIZE: **The Site's size is Approximately 3000 SQ**



SITE SELECTION

THE SITE IS LOCATED IN KENYATTA UNIVERSITY SOUTH WEST OF THE POST MODERN LIBRARY N ROYSAMBU CONSTITUENCY, NAIROBI COUNTY.



HIERACHY OF VIEWS

PRIME VIEWS
- Cafe
- Exhibition Gallery
- Amphitheatre
- Multipurpose hall
- Informal lounges
- Co-working spaces
- Innovation Hub

ACTIVE VIEWS
- Dance Studio
- Discussion Rooms
- Mini seminar spaces

BALANCED VIEWS
- Co-working zones
- Student Services
- Admin Offices
- Music Room
- Digital Hub
- Counselling Rooms
- Meditation/ Prayer Room
- Washrooms

NOISE GRADIENT

ACTIVE ZONES
- Dance Studio
- Amphitheatre
- Multipurpose Lounge
- Loading/ Service zone
- Informal Lounges
- Exhibition Gallery
- Cafe
- Music Room
- Washrooms

QUIET ZONES
- Discussion Rooms
- Mini Seminar spaces
- Innovation Hub
- Digital Hub
- Co working Spaces

SILENT ZONES
- Student Services
- Admin Offices
- First Aid Room
- Counselling Rooms
- Meditation/ Prayer Room

PRIVACY GRADIENT

PUBLIC SPACES
- Reception/ Waiting Area
- Informal Lounges
- Cafe
- Amphitheatre
- Washrooms
- Gaming Lounges

SEMI-PUBLIC SPACES
- Dance Studio
- Multipurpose Lounge
- Co working Spaces
- Discussion Rooms
- Digital Hub
- Innovation Hub
- Mini Seminar Pods
- Music Room

PRIVATE SPACES
- Student Services
- Admin Offices
- First Aid Room
- Gender Neutral WCs
- Counselling Spaces
- Meditation/ Prayer Room

FUNCTIONAL LIBRARY

- MINI SEMINAR SPACES
- FIRST AID ROOM
- RECEPTION & INFO DESK
- STUDENT SERVICES
- DISCUSSION ROOMS
- CO-WORKING AREAS
- ADMIN OFFICES
- INNOVATION HUB
- DIGITAL HUB
- WASHROOMS
- COUNSELLING ROOMS
- MEDITATION/ PRAYER ROOM
- EXHIBITION GALLERY
- CAFE
- DANCE STUDIO
- MUSIC ROOM
- INFORMAL LOUNGES
- GAMING LOUNGES
- AMPHITHEATRE
- MULTIPURPOSE LOUNGE

ACCESS GRADIENT

AREAS TO BE NEAR ACCESSES
- Reception/ Waiting Area
- Washrooms
- Cafe
- Student Services
- Circulation Points

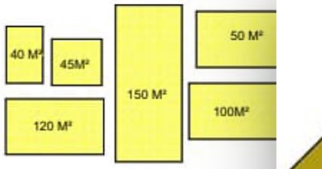
AREAS TO BE FARFROM ACCESSES
- Reading Areas
- Admin Offices
- Wellness Services
- Digital Hub

AREA ANALYSIS

SOCIAL ZONE

SPACE	AREA
Informal Lounges	45M²
Cafe	100M²
Multipurpose lounge	120 M²
Amphitheatre	150 M²
Gaming lounges	40 M²
Outdoor Garden	50 M²

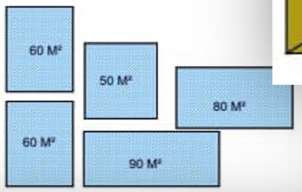
TOTAL AREA = 450 M²

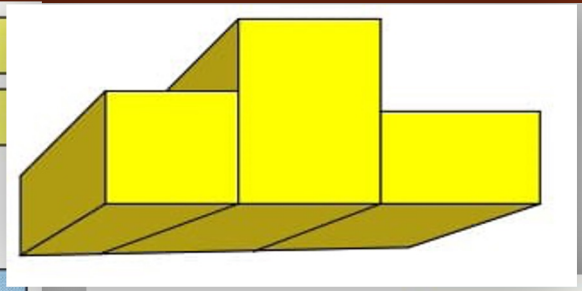


ACADEMIC ZONE

SPACE	AREA
Discussion Groups	60 M²
Mini seminar	50 M²
Digital Hub	60 M²
Innovation Hub	80 M²
Co-working spaces	90 M²

TOTAL AREA = 320 M²

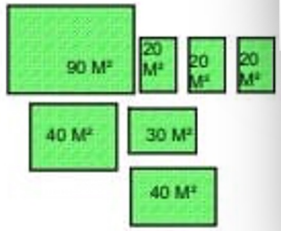


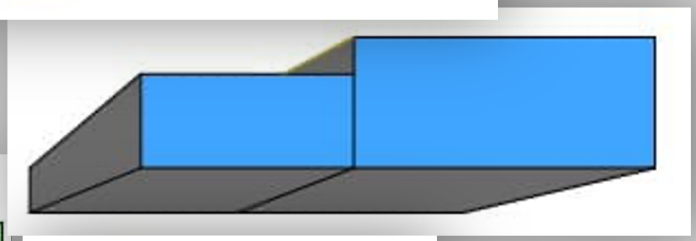


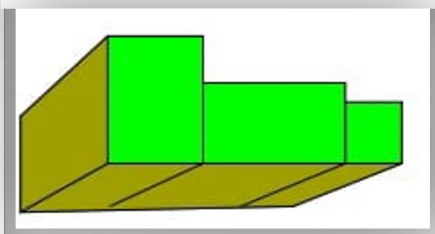
SUPPORT ZONE

SPACE	AREA
Reception	30 M²
Student Services & ATM	40 M²
Admin offices	20 M²
Storage	40 M²
Washrooms × 3	90 M²
Loading/ Service Area	20 M²
Janitor's Closet	20 M²

TOTAL AREA = 200 M²



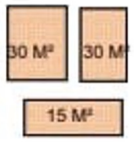


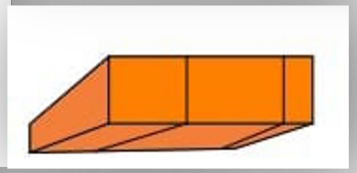


WELLNESS ZONE

SPACE	AREA
Counselling rooms	30 M²
Meditation/ Prayer area	30 M²
First Aid Room	15 M²

TOTAL AREA = 75M²

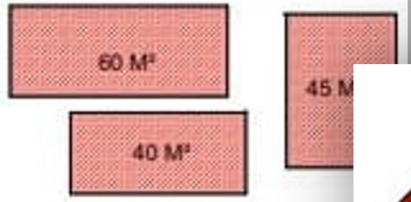


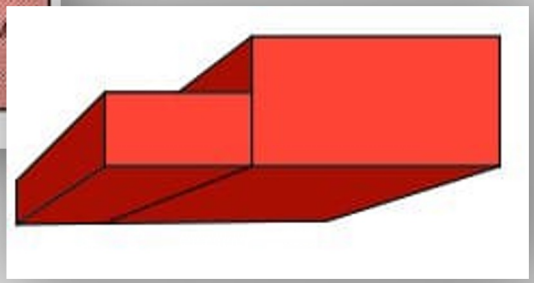


CREATIVE ZONE

SPACE	AREA
Dance Studio	60 M²
Exhibition Gallery	40 M²
Music Room	45 M²

TOTAL AREA = 145 M²





CONCEPT DEVELOPMENT

THE CONCEPTS

STUDENT LIFE IS DYNAMIC, VIBRANT, AND UNPREDICTABLE.

Youths tend to gravitate towards spaces that feel open, welcoming, and non-intimidating

And that's what influenced my concept Openness.



This is a universal youth gesture of the peace sign. The youth use this symbol to express openness, and just youthful energy. They are some of THE MOST conspicous values that define the Youth.

The Student Centre will embody the openness bring that sense of belonging to the students.

WHAT MY BUILDING WILL DO.

Enhance student life by Providing spaces for recreation, studying, socializing, and campus services. - with most connecting to the environment.

Embrace and Channel Movement
My building wants to welcome students from both major directions, the library side and the roundabout side, creating arms that open outward. To create a clear, intuitive flow that guides people into the building.

Maintain and Amplify the Site's Openness
Instead of occupying the entire site, the building wants to frame open space, preserve trees, create shaded hangout zones, and connect interior spaces to the landscape. To reinforce the openness of the site through transparency, and outdoor seating.

OPENNESS TO PEOPLE (CREATING AN INCLUSIVE YOUTH HUB)

The site sits within the academic core of Kenyatta University, directly adjacent to the Post-Modern Library, which is one of the most active student destinations on campus.

There is high student traffic throughout the day due to classes. With informal gathering zones under the surrounding trees and grassy areas where students eat, rest, or meet friends.

Naturally foster community by having Transparent and Open Interiors
Glass walls, open stairs, visible activity areas create a sense of life and community. Students feel safe and socially connected.

Terraces and Outdoor Study Decks Spaces where students can sit with laptops, relax, or interact in natural light.

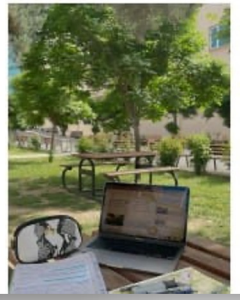




OPENNESS TO LANDSCAPE (KEEPING AND ENHANCING THE SITE OPEN)

Preserving Existing Trees
The building footprint avoids major trees.
Trees become part of the courtyard and shaded hangout areas.

Also by having Minimal Building Footprint To Leave space for students to breathe and gather whether for social or academic purposes.



OPENNESS TO FLOW (EMBRACING AND CHANNELING MOVEMENT)

HOW I WILL ACHIEVE THIS

A V-Shaped Layout

The V-orientation physically opens toward the two main pedestrian directions (library + roundabout). This automatically opens up my building design to the current circulation flow.



Multiple, Transparent Entry Points to the site

With the various entrances to the site , it gives students freedom of access, reflecting openness.

FORM

My building drew inspiration from the form of the symbol of the sign which generally forms a V





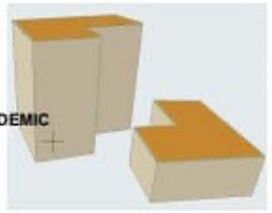
them because both the academic life and the social life are all two major opposite sides that are to be represented in the Student Centre I have them on two identical wings.



ACTIVE SOCIAL ZONE

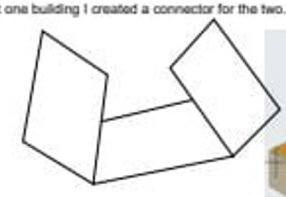


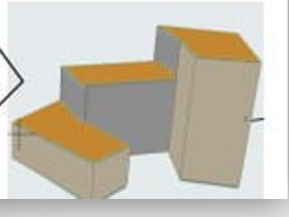
CHILLED ACADEMIC ZONE



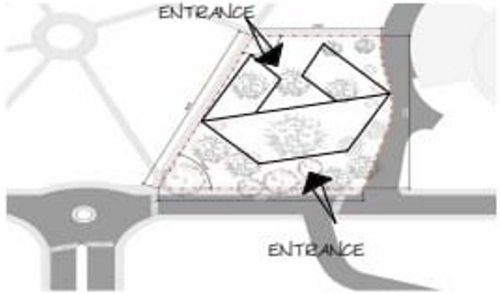
The Social life wing has a higher massing according to the area analysis so it will generally be higher than the other academic one.

Then to make it one building I created a connector for the two.





SPACE CORRELATION WITH SITE



PLANS



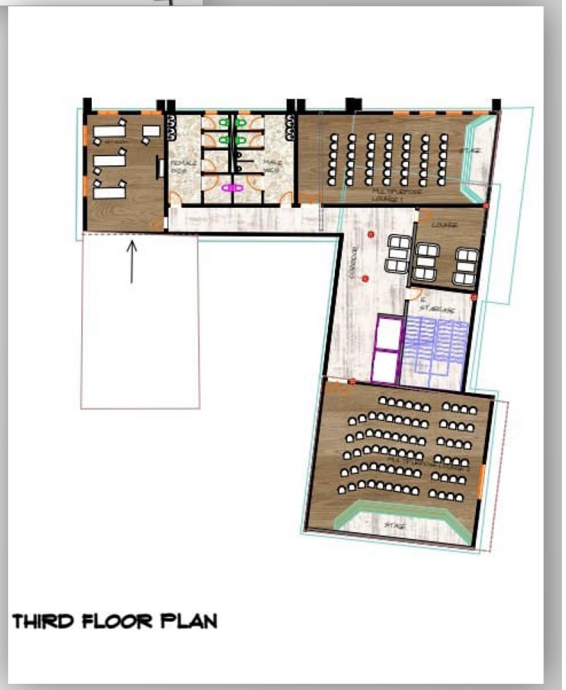
GROUND FLOOR PLAN



SECOND FLOOR PLAN



FIRST FLOOR PLAN



THIRD FLOOR PLAN

ELEVATIONS AND SECTIONS

ELEVATIONS

EAST ELEVATION
SCALE 1-100



NORTH ELEVATION
SCALE 1-100



WEST ELEVATION
SCALE 1-100

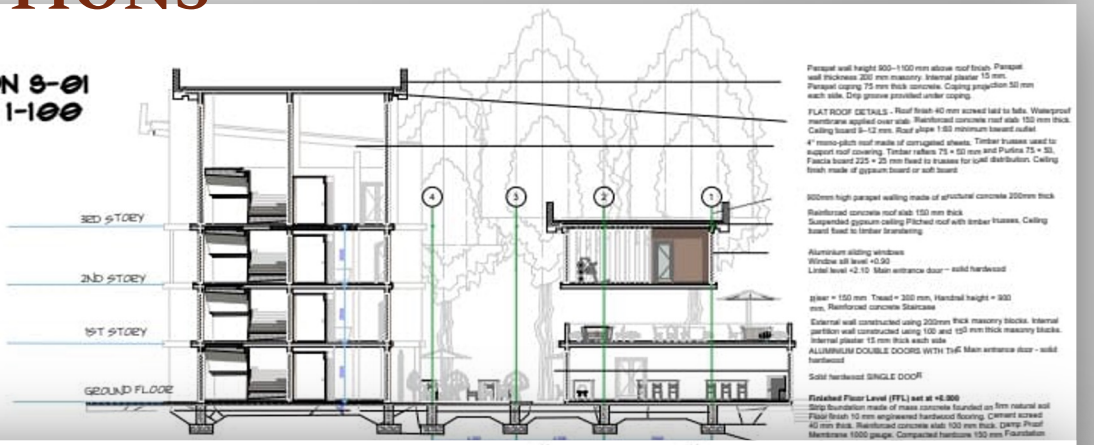


SOUTH ELEVATION
SCALE 1-100

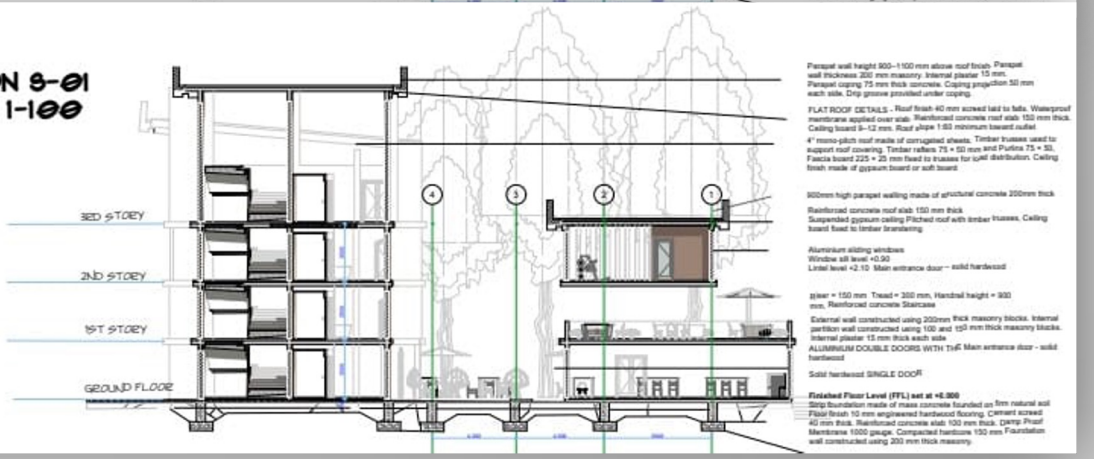


SECTIONS

SECTION S-01
SCALE 1-100



SECTION S-01
SCALE 1-100



EXTERIOR 3DS



The view at the roundabout





The entrance

INTERIOR 3DS



The view of the Cafe



The wood Workshop



The gym

BRIAN KAMAU NJERI, BAS IV

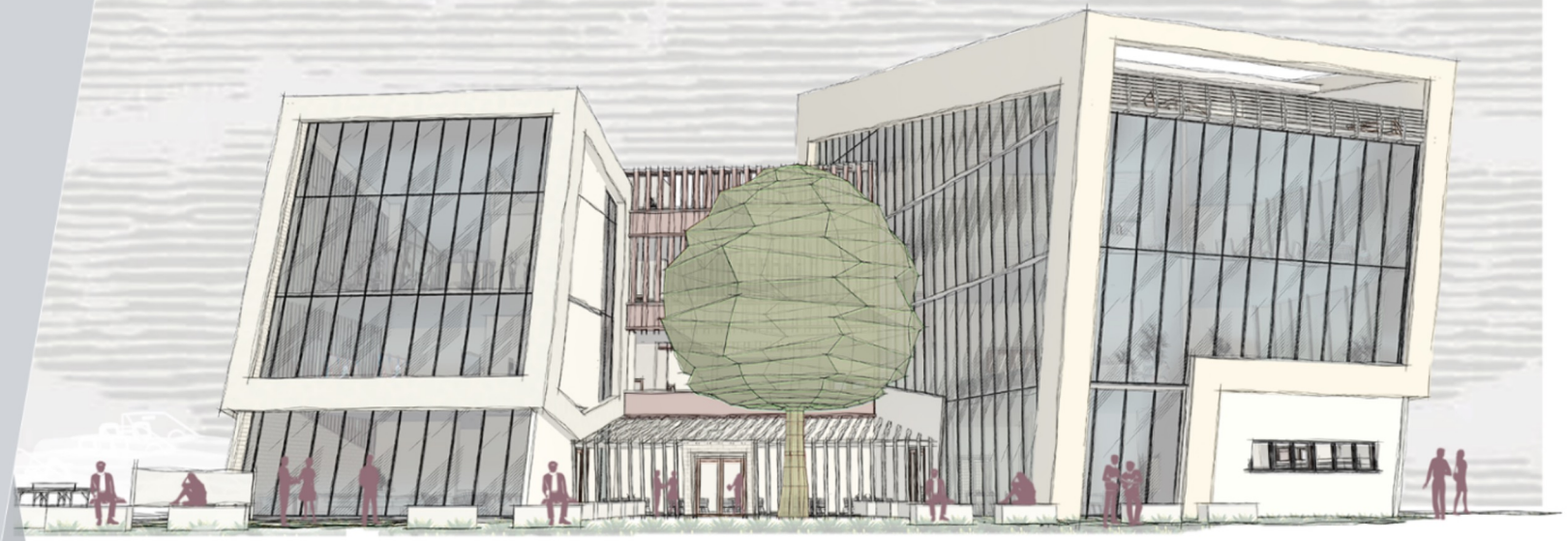
Department of Architecture & Interior Design (DAID)

Faculty of Engineering and Architecture (SEA),

EMAIL: njeribrian115@gmail.com



KENYATTA UNIVERSITY STUDENT'S HUB: MINDS IN MOTION



BIOGRAPHY

Brian is an architecture student with a strong passion for art, imaginative design, and innovative spatial thinking. His creative background as an artist greatly influences his architectural approach, allowing him to explore abstract forms,In his four years of study he has explored expressive architecture that not only pushes creative limits but also inspires and positively impacts the surrounding community.

During his academic journey, Brian undertook his professional attachment at Iris Architects, where he gained ample practical experience in architectural practice, design development, and project workflows within a professional environment, his high proficiency in several architectural and visualization software tools such as Revit, Archicad, and 3ds Max, as well as other BIM and 3D modeling platforms and technical skills allow him to effectively translate conceptual ideas into detailed digital models and high-quality visual representations..

Outside of architecture, Brian is an enthusiastic film and video game fan whose interest in immersive digital worlds continues to influence his imagination and design thinking. Through the integration of artistic creativity, technical proficiency, and innovative thinking, Brian aims to design architecture that is both inspiring and meaningful spaces that engage people, encourage interaction, and contribute positively to the community.



PHILOSOPHY AND CONCEPT DEVELOPMENT

STUDENT LIFE: INTERSECTING JOURNEYS

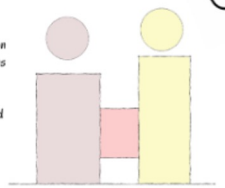
Every student at Kenyatta University comes with a unique background, culture, and personal path, academic, social, and personal.
The Student Hub is envisioned to be the place where these individual journeys intersect: a shared space where stories converge, ideas collide, friendships form, and identities are shaped, making the hub a crossroads of student life where memories and bonds formed will be cherished long after everyone follows their own path.



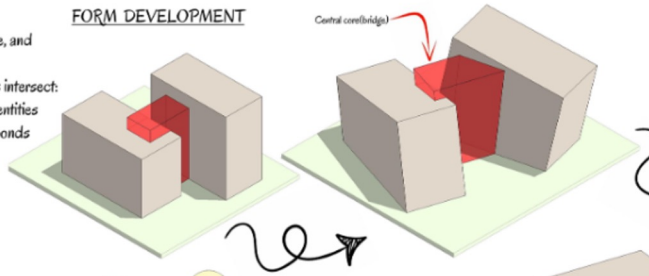


Two blocks with different size and orientation serve as a symbolic of the diversity of campus students

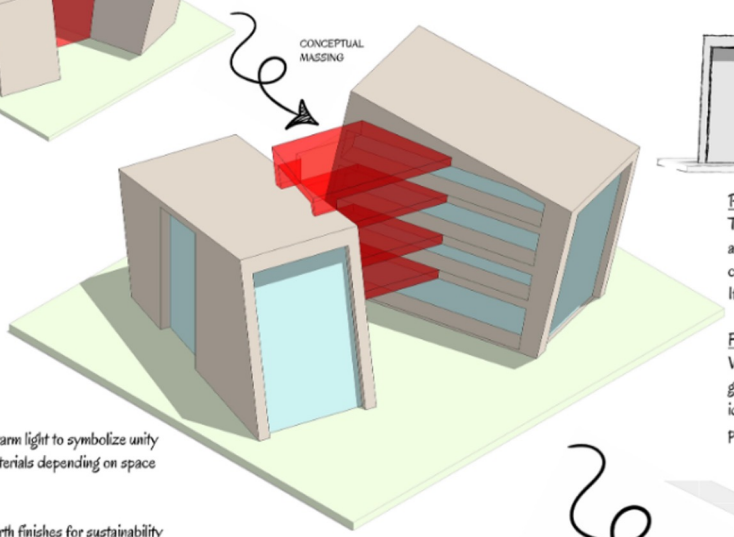
The bridge symbolizes the crucial role played bythe student hub in fostering interaction between different individuals (students)



FORM DEVELOPMENT

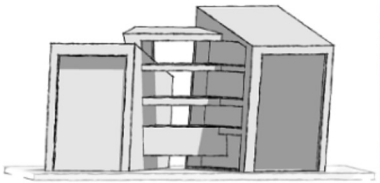


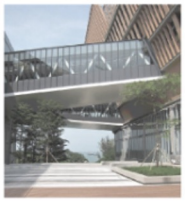
Two blocks slanted towards different directions symbolizing how every student follows their indivuidual path after campus



FORM EXPRESSION:

Intersecting Blocks: volumes oriented slightly differently with a strong bridging connection in between





Progressive Modernism / Deconstructivism

This approach moves beyond traditional, purely rectangular forms, embracing dynamic angles and a sense of movement. The non-traditional form directly reflects the contemporary educational goal of critical thinking and challenging conventional ideas. It symbolizes KU as a forward-thinking institution.

Functional Expressionism

While the form is dramatic, it should still be fundamentally about function. The large glass surfaces represent intellectual transparency, accessibility, and the free flow of ideas essential for a student hub. The open plan and visual connections aim to promote spontaneous interaction and cross-disciplinary collaboration

DESIGN TRANSLATION

Central Convergence (Intersection):

A Grand Bridge as the symbolic meeting point of journeys.
The core doubles as a circulation route and an interaction zone making visible the energy of movement and the vibrancy of student life







Spatial Paths (Journeys):

Learning Path → study lounges, pods, exhibition areas.
Wellness Path → counseling, reflection, meditation rooms.
Social Path → café, lounges, recreation zones, sports etc
Community Path → Multipurpose halls, exhibition spaces, Amphitheater

Each path originates from the core,From this core, spaces extend outward like branches of a network. Each branch hosts a distinct function but remains tied to the center.



MATERIALITY:

The central core (Bridge) uses consistent material and warm light to symbolize unity and convergence while the other spaces use different materials depending on space function to express diversity

Use of locally available stone, timber and compressed earth finishes for sustainability and cultural resonance.

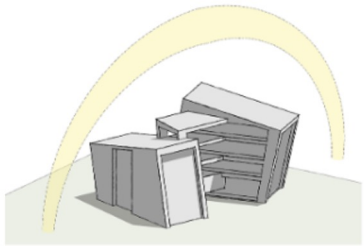




Passive cooling surfaces : light-colored facades, perforated shading screens, or mashrabiya-inspired panels to mediate sunlight.







the building blocks are tilted with respect to the irregular shape of the site and also to ensure the sun does not meet the facades directly at right angles reducing glare and interior heat gain





3 SITE ORIENTATION
1 : 250

BRIEF ANALYSIS

SITE SELECTION

Location : Kenyatta University Main campus next to the Postmodern Library
Client : Kenyatta University
Area : 2831 square Metres
Ground Coverage : 60%
Plot ratio : 1.75



SITE JUSTIFICATIONS

Central location

The site is at a close proximity to important university facilities such as the Postmodern library, Central administration zone, the main gate and learning zones

Site conditions

The site is generally flat making development easier by minimizing the need for extensive earthworks. the site also has abundant greenery and trees with canopies that provide adequate shading for outdoor sitting areas

Availability of Uncongested Land

The space area is less densely built compared to other zones allowing for more landscaping potential and providing some of the best views in the campus

Ease of Access

The site is located in an area with relatively high pedestrian traffic (common transition area for students) and is bordered by roads and pavements making it easily accessible by students. It is also at close proximity to the Main gate

FUNCTIONAL LIBRARY

Reception & Info Desk - $30m^2$
Multipurpose Lounge - $100m^2$
Co-working / Study Spaces - $100m^2$
Quiet study zone - $50m^2$
Group discussion rooms - $50m^2$
Innovation / Makerspace - $100m^2$
Computer Lab / Digital Hub - $50m^2$
Wellness Room (meditation, etc.) - $50m^2$
Counseling & Support Offices - $40m^2$
Café / Refreshment Area - $100m^2$
Indoor Recreational Area - $100m^2$
Outdoor Seating - Variable
Exhibition / Display Zone - $60m^2$
Washrooms & Support Spaces - $80m^2$

Student finance services - $40m^2$
Student leaders offices - $20m^2$
Multipurpose hall - $100m^2$
Movie room - $50m^2$
Spiritual rooms - $20m^2$
Mini mart & stalls - $80m^2$
Gymnasium & Yoga - $50m^2$
Mini bar - $70m^2$
Breakout spaces - Variable

Proposed area - $1000m^2$
New areas - $500m^2$

Total Area - $1500m^2$

FUNCTIONAL CLUSTERS

STUDENT SERVICE

1. Reception & Info Desk
2. Student leaders offices
3. Student finance services

Sub total - $100m^2$

SOCIAL

1. Multipurpose lounge
2. Indoor recreation area
3. Cafe & restaurant
4. Breakout spaces
5. outdoor seating

Sub total - $400m^2$

COMMUNITY

1. Multipurpose hall
2. seminar rooms
3. Exhibition space

Sub total - $200m^2$

LEARNING

1. Student collaboration rooms
2. Group discussion rooms
3. Innovation/makerspace
4. Computer lab/digital hub
5. Quiet study zone

Sub total - $240m^2$

HEALTH & WELLNESS

1. Meditation rooms
2. Counseling rooms
3. Spiritual rooms
4. Yoga spaces
5. Gymnasium

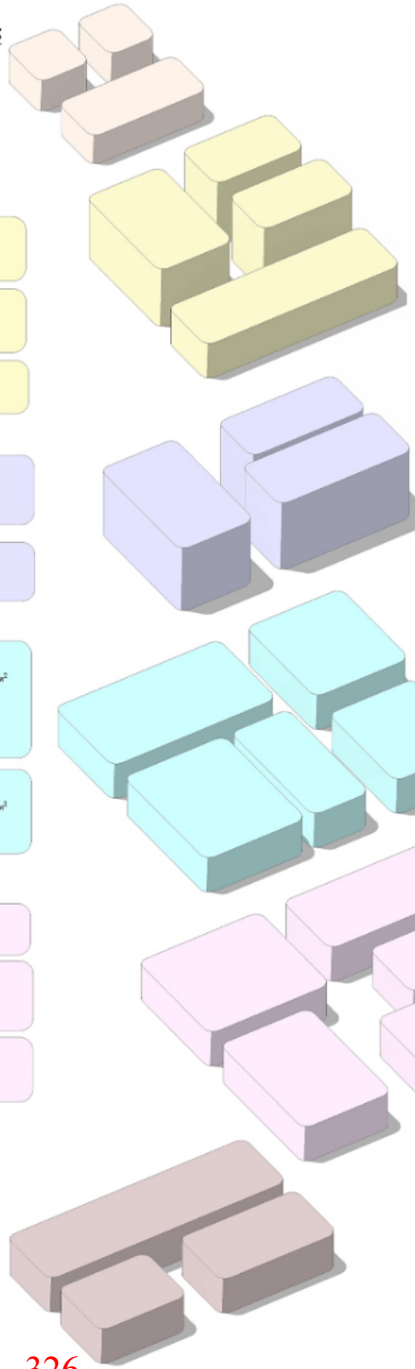
Sub total - $200m^2$

CORE BUILDING SERVICES

1. Washrooms
2. Cleaners rooms
3. Utility rooms

Sub total - $150m^2$

AREA VOLUME ANALYSIS



HIERARCHY OF SPACES



NOISE GRADIENT

Outdoor Recreational Areas
Indoor recreational area
Cafe and restaurant
Multupurpose lounge
Multipurpose Hall
Exhibition Space
Innovation/makerspace
Outdoor seating Space
Student Collaboration rooms
Reception & info desk
Group Study Area
Outdoor Study Area
Digital Hub
Student leaders offices
Gymnasium & yoga
Counselling rooms
Spiritual rooms
Meditation rooms
Private Study Area

PRIVACY GRADIENT

Outdoor Recreational Areas
Outdoor seating Space
Outdoor Study Area
Reception & info desk
Indoor recreational area
Cafe and restaurant
Multupurpose lounge
Multipurpose Hall
Exhibition Space
Student Collaboration rooms
Group Study Area
Digital Hub
Gymnasium & yoga
Spiritual rooms
Meditation rooms
Innovation/makerspace
Student leaders offices
Counselling rooms
Private Study Area

VIEW GRADIENT

Outward focused Views	Controlled/ balanced	Calm / inward focused
Cafe & Restaurant	Group study areas	Exhibition space
Multipurpose lounge	Indoor recreation spaces	Counseling rooms
Wellness spaces	Student collaboration spaces	Spiritual rooms
Breakout spaces	Gymnasium	Multipurpose hall
Yoga spaces	Innovation hub	Seminar rooms

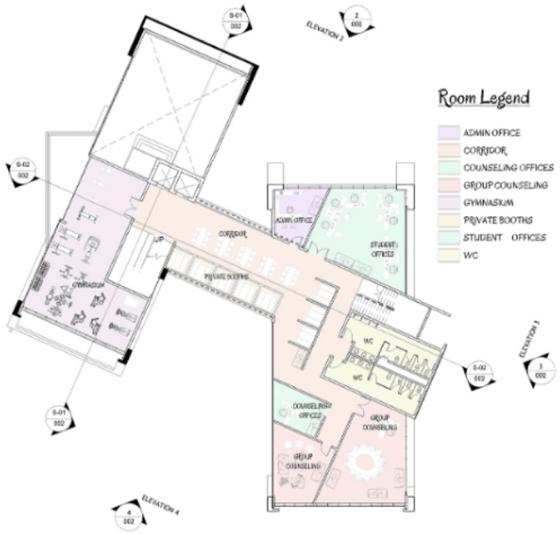


ZONING MASTERPLAN - 1:250

PRESENTATION DRAWINGS



1 GROUND FLOOR
1 : 200



3 2ND FLOOR
1 : 200

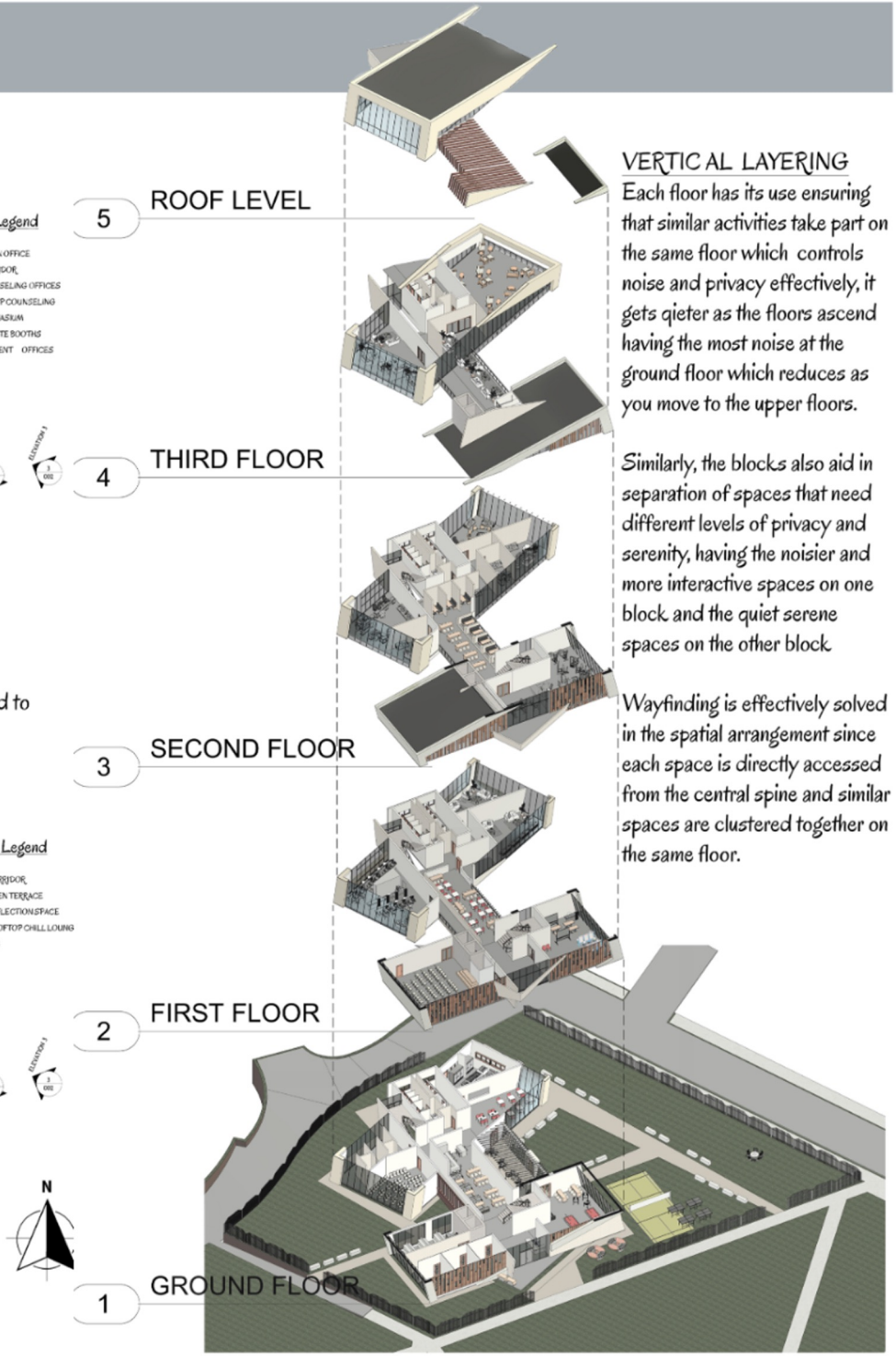
The design features a main circulation spine that intersects both blocks with vertical circulation (lifts, stairs) directly connected to this circulation spine, every space can be effectively accessed from this corridor.



2 FIRST FLOOR
1 : 200



4 3RD FLOOR
1 : 200



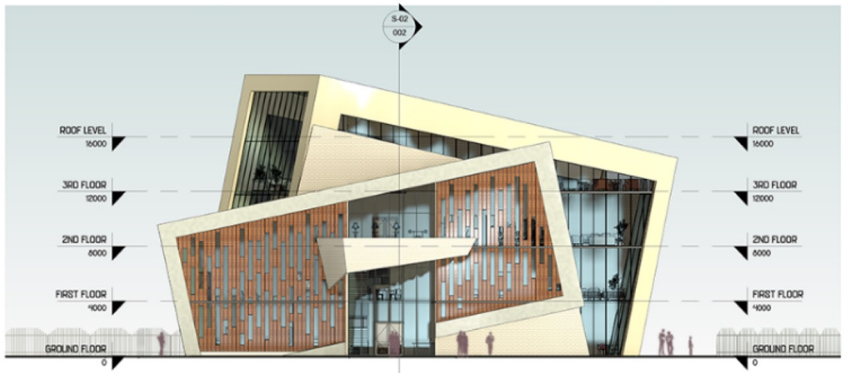
VERTIC AL LAYERING

Each floor has its use ensuring that similar activities take part on the same floor which controls noise and privacy effectively, it gets qieter as the floors ascend having the most noise at the ground floor which reduces as you move to the upper floors.

Similarly, the blocks also aid in separation of spaces that need different levels of privacy and serenity, having the noisier and more interactive spaces on one block and the quiet serene spaces on the other block.

Wayfinding is effectively solved in the spatial arrangement since each space is directly accessed from the central spine and similar spaces are clustered together on the same floor.

ELEVATIONS AND SECTIONS



1 ELEVATION 1
1 : 200

The main facade features an expansive glass entrance with a canopy that accentuates it, wood panel curtain walling defines this facade



2 ELEVATION 2
1 : 200



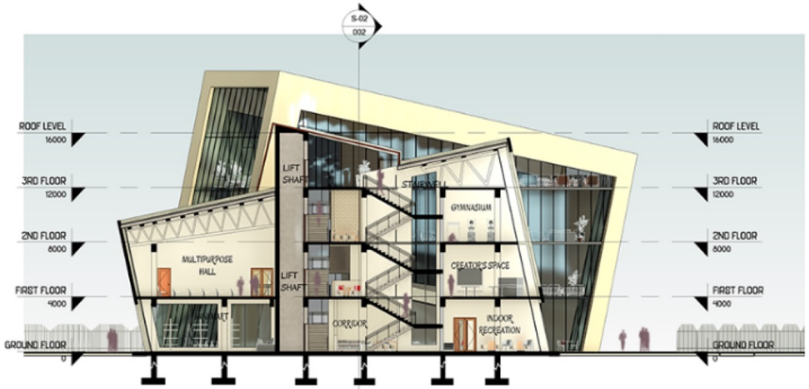
3 ELEVATION 3
1 : 200

There is extensive use of glass to maximize interior lighting and emphasize on the transparency of the design



4 ELEVATION 4
1 : 200

The circulation spine (bridge) is accentuated using steel curtain walling with aluminium powder coated finishing for durability and aesthetics



S-01 SECTION 1
1 : 200



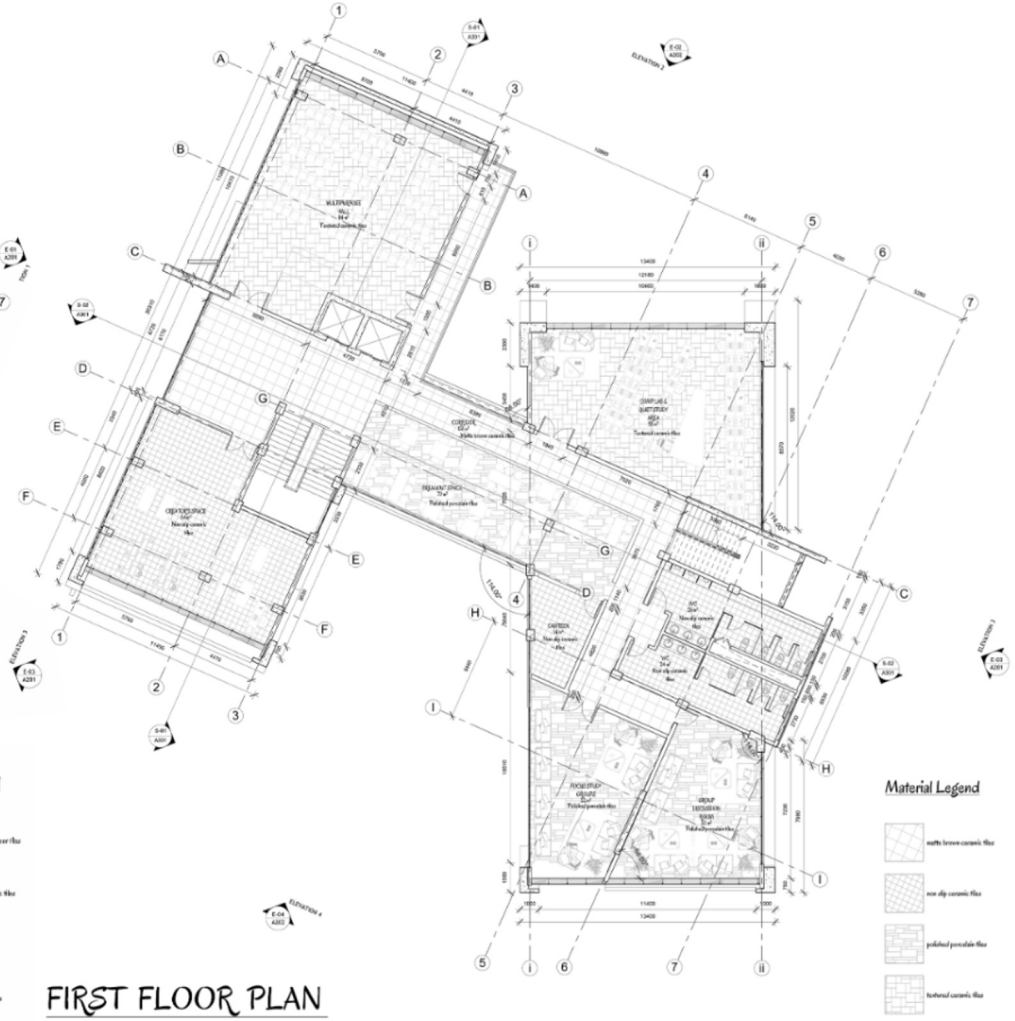
S-02 SECTION 2
1 : 200

WORKING PLANS



GROUND FLOOR PLAN

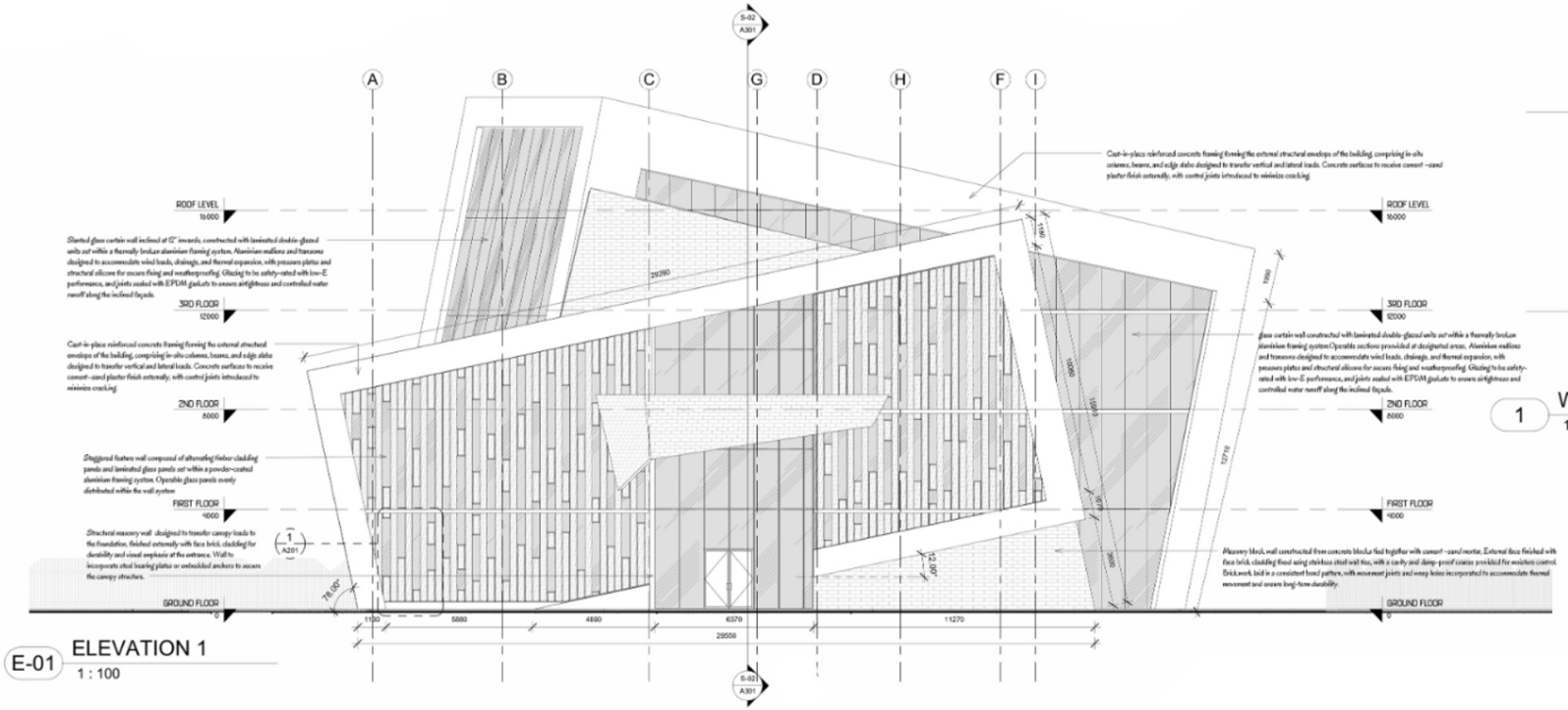
The ground floor is the most active floor since it holds all the social, interactive and service spaces that are most frequently visited by students and have hight usage such as the indoor recreation area, the cafe and restaurant, the mini bar e.t.c. all the certical circulation areas are clearly visible from the entrance ensuring ease of access.
Each space has ample natural lighting due to the extensive use of glass facades reducing the need for artificial lighting . The result is a user oriented design that caters for the students' needs while conserving energy and promoting sustainability.



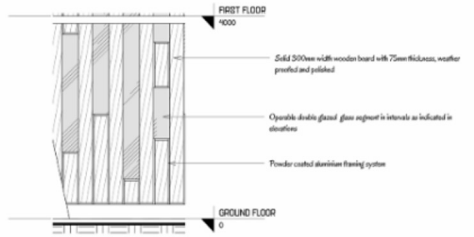
FIRST FLOOR PLAN

Floor materials, wall types, structural grids and columns are well detailed ensuring that the design is not only functional but also buildable and structurally safe. The material legend helpos to understand which floor material goes to which space. Material selection was done considering the use of the spaces enhancing their functionality
Proper dimensioning that captures all the measurments ensures the architectural drawings are easily read and understood by professionals in the built environment .

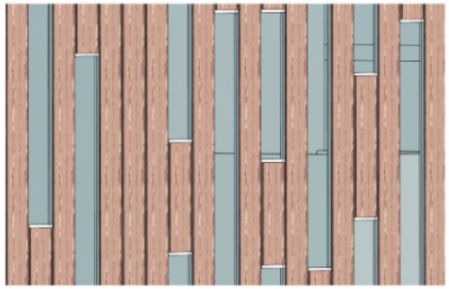
ELEVATIONS AND PERSPECTIVES



E-01 ELEVATION 1
1 : 100

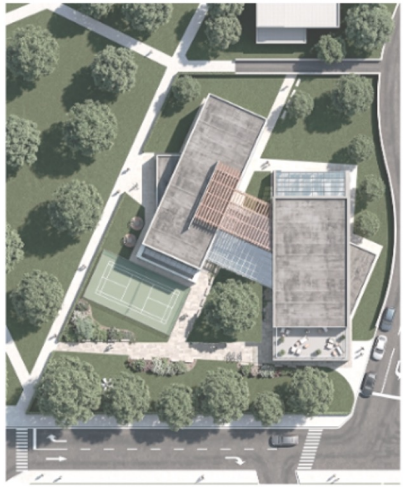


1 WOODEN FACADE DETAIL
1 : 50





The front facade features a glass paneled entrance with a canopy, use of warm materials makes the building welcoming and neurally comforting , this promotes the users wellbeing not only visually but also socially and psychologically.

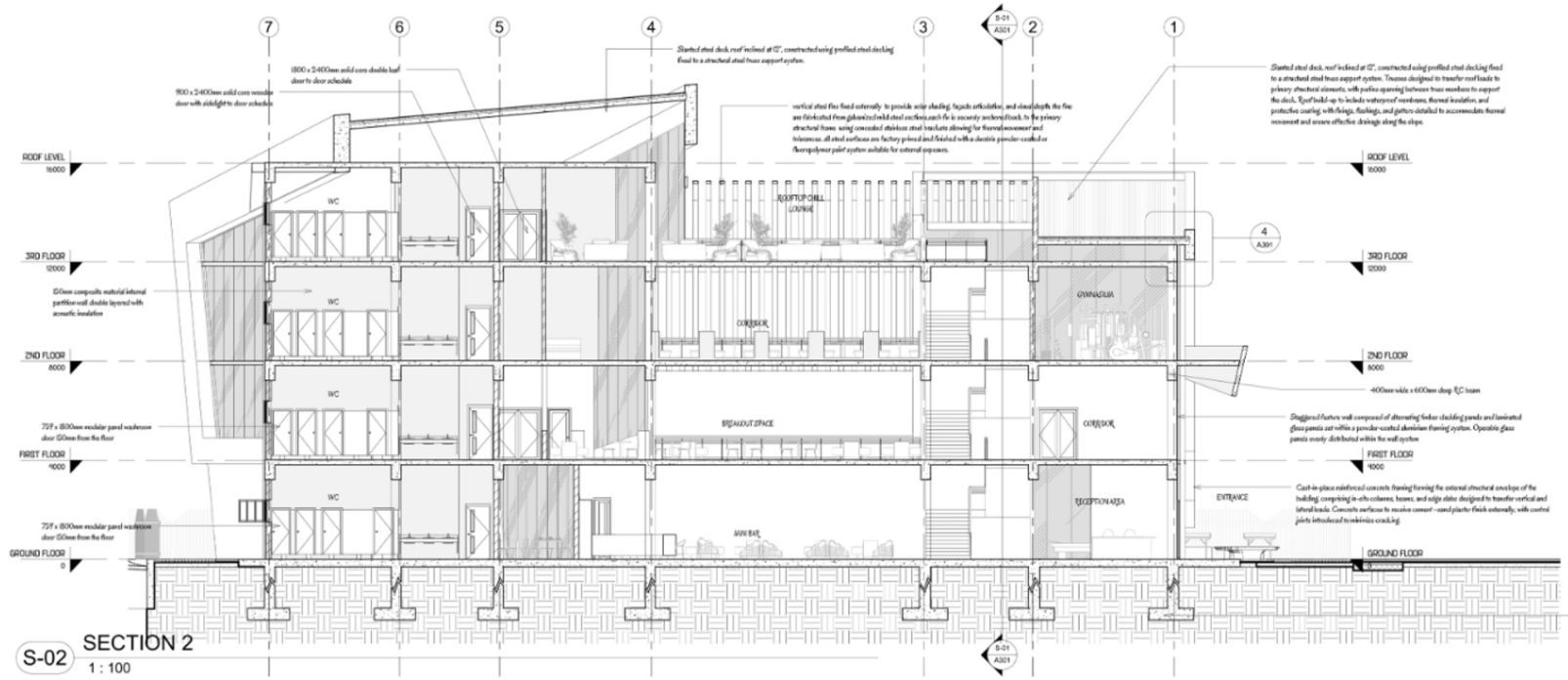


The design harmonizes the building with the site with connection between interior and exterior spaces.

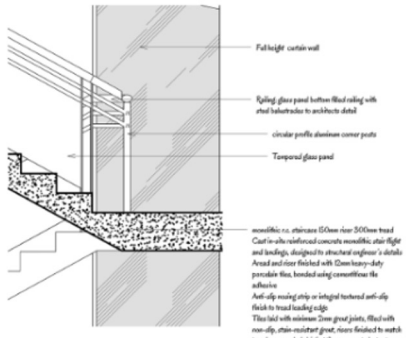


The student hub is optimized to cater for the students needs socially, academically and spiritually through careful spatial organization, functional inclusivity and precise material selection, making it the best place to create memories worth cherishing even after campus life.

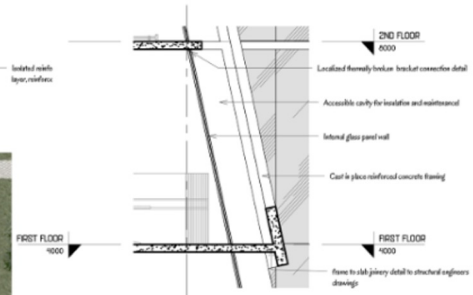
WORKING SECTIONS



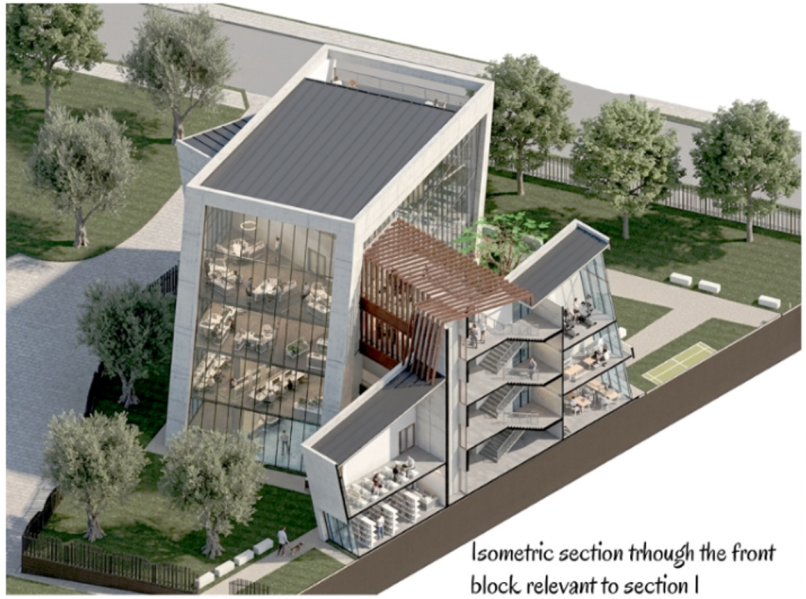
S-02 SECTION 2
1 : 100



1 STAIRCASE DETAIL
1 : 20



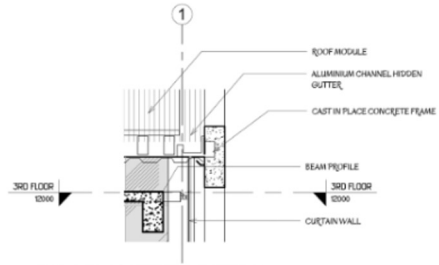
3 SLANTED WALL SECTION
1 : 50



Isometric section through the front block relevant to section 1



Isometric section through the circulation spine relevant to section 2



4 ROOF GUTTER DETAIL
1 : 50



Name:Victoria A. Papa
Email: pvavictoria@gmail.com
Phone number: 0745932628
Linkedin: Victoria Papa

BIOGRAPHY:

Victoria is a fourth year Architecture student at Kenyatta University and a part time graphic designer. She blends creativity and functionality in her work, crafting postmodern architectural spaces and refined designs.

Emphasizing human comfort and sustainable solutions, Victoria's graphic design compliments her architecture, adding a creative edge to her projects.

She has gained hands-on experience through attachments at the State Department of Public Works, Nairobi, and Nairobi City County Government, contributing to urban planning and public projects. She's also a member of FAMH(Female Architects Mentorship Hub) and she has shown exemplary leadership skills in ASA-KU Council.

CAMPUS LIVING ROOM

SITE SELECTION

LOCATION
Kenyatta University, Nairobi county next to the Post-Modern Library.

CLIENT
Kenyatta University.

AREA
Approximately 2800 SQM.



KEY

- Vehicular traffic
- Pedestrian traffic
- Views
- Access points

SITE JUSTIFICATION

It has multiple access points i.e from the library, from the main road, from the footpath leading to the library and the footpath adjascent to the site on the left.

No demolition is required.

It experiences high traffic of people.

It can be easily accessed from the main gate of the University.

It has good views i.e the Campanile, Central administration, Library, and the Monument.

It is close to services i.e electricity, water supply and drainage.

BRIEF ANALYSIS

FUNCTIONAL LIBRARY

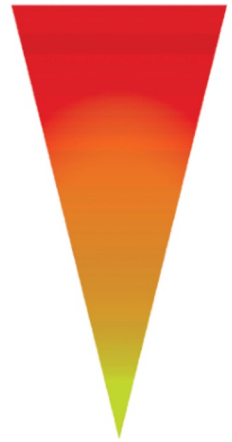
- Reception
- Outdoor Amphitheatre
- Group discussion zones
- Computer Labs
- Innovation Space
- Fitness rooms
- Exhibition Space
- Medical clinic room
- Student Lounge
- Restaurant
- Counselling rooms
- Spiritual room
- Student services
- Washrooms and Storage
- Multi-purpose hall
- Seminar rooms

GROUPING OF SPACES

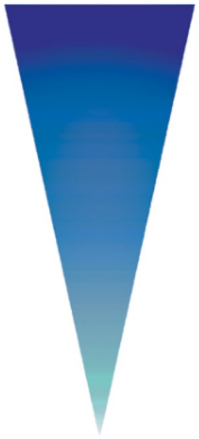


PRIVACY GRADIENT

Reception
Outdoor Amphitheatre
Restaurant
Exhibition area
Student lounge
Multi-purpose hall
Seminar rooms
Group discussion zones
Computer Lab.
Innovation Space
Private Study zones
Fitness areas
Medical rooms
Counselling rooms
Spiritual rooms
Student Service offices



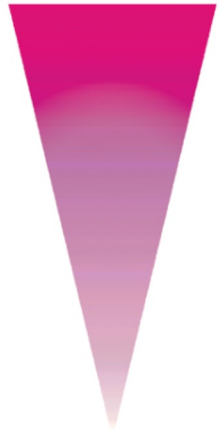
NOISE GRADIENT



Outdoor Amphitheatre
Restaurant
Reception
Student lounge
Exhibition area
Group discussion zones
Innovation Space
Fitness areas
Multi-purpose hall
Computer Lab.
Medical rooms
Seminar rooms
Private Study zones
Counselling rooms
Student Service offices
Spiritual rooms

ACCESS GRADIENT

Reception
Outdoor Amphitheatre
Restaurant
Exhibition area
Student lounge
Multi-purpose hall
Seminar rooms
Group discussion zones
Computer Lab.
Innovation Space
Private Study zones
Fitness areas
Medical rooms
Counselling rooms
Spiritual rooms
Student Service offices

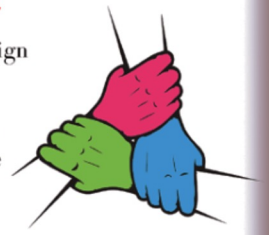


'CAMPUS LIVING ROOM'

The Student Hub is envisioned to be a central Multi-purpose space in the University that converges informal student activities i.e informal learning, personal well-being and community interaction.

PLANNING CONCEPT:
SYNERGY.

Synergy manifests in the Student hub design through blending of different facets of student life which is Learning, Personal well-being and Community interaction to improve the student life experience in the Student Hub.



ENVIRONMENTAL CONCEPT:
CLIMATE TERRACING.

1. Self-Shading = Cooler Microclimates
Because the boxes overhang each other, they cast shadows onto the façade below. This creates the same comfort conditions as KU's large trees cooler surface, reduced heat load, shaded study/ relaxation nooks

2. Vertical Extension of KU's Green Spaces
Each terrace becomes a green platform that continues the campus lawns upward.The building behaves like a vertical garden microclimate, improving cooling through evapotranspiration.





https://www.archdaily.com/909142/punggol-neighbourhood-and-polyclinic-serie-architects-plus-multiply-architects

SOCIO-CULTURAL CONCEPT:
CONVERGENCE.

My building acts as an architectural convergence point, formalizing informal student behaviors.

Socio-Cultural Drivers include:
- **Relaxation:** Soft seating pockets, shaded outdoor steps, terraces that
- mimic the "lawn hanging out culture."
- **Informality:** Open floor plates, movable furniture support casual
- discussions, study sessions, chilling.
- **Unity:** Triangular geometry symbolizes three points connecting,
- reflecting synergy between study, leisure and community.



https://prestigestudentliving.com/student-accommodation/london/flora-building



https://www.agati.com/student-center-furniture/

CULTURAL CONCEPT:
K.U RYTHM.



Kenyatta University has a distinct student rhythm:

- Morning rush along the main pedestrian spine,
- Midday group discussions,
- Late afternoon chill zones,
- Weekend creative activities (dance, music,
- clubs).

My form shifts in and out to represent this dynamic rhythm.

TECHNOLOGICAL CONCEPT:
INTERLOCKING SYSTEMS.

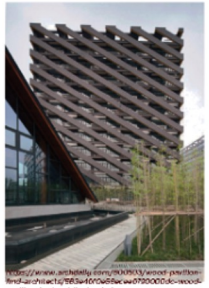
My stacked-box form naturally supports a concept based on interconnection, interdependence, and sustainable detailing.

Structural Interlock: Boxes connect via visible joints/ transition bands (steel or glulam), symbolizing synergy.

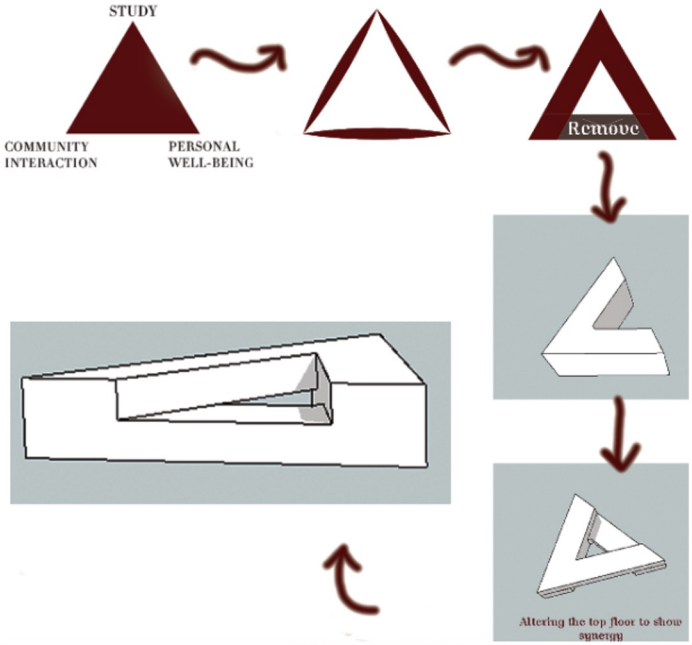
Joinery Expression: Highlight connection plates, tension rods, exposed beams ;expressing the idea of "Campus Living Room assembled."



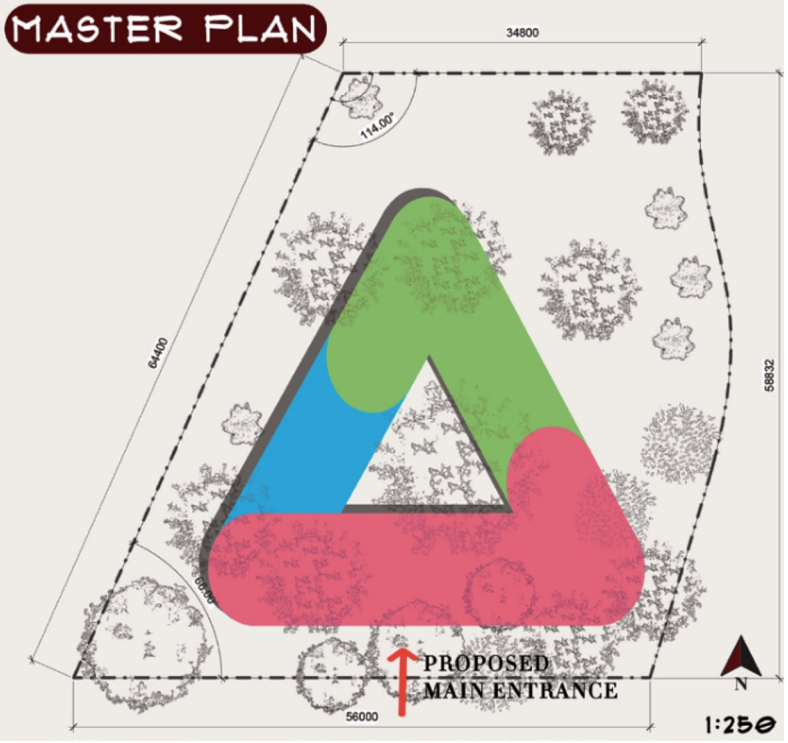
https://share.google/ZQhJyS94rfGZBF22H



FORM DEVELOPMENT

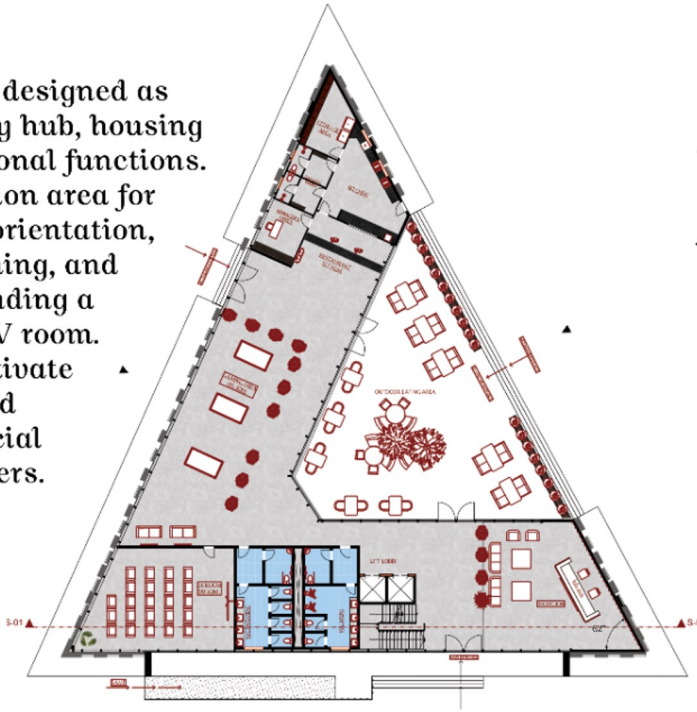


MASTER PLAN

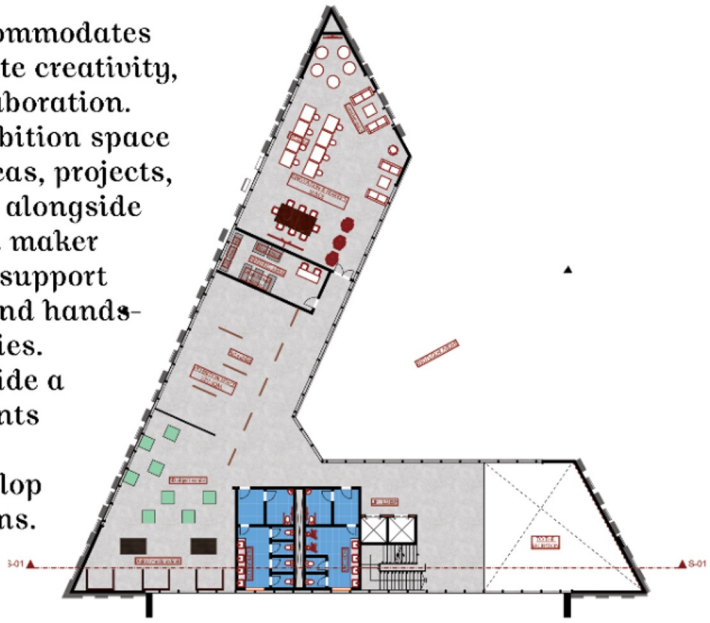


FLOOR PLANS

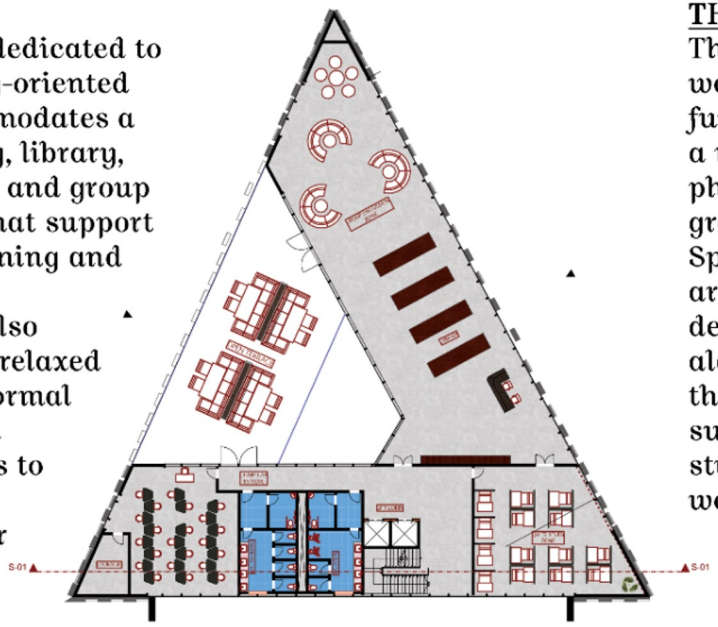
GROUND FLOOR:
The ground floor is designed as the primary activity hub, housing public and recreational functions. It features a reception area for visitor access and orientation, a restaurant for dining, and leisure spaces including a gaming area and TV room. These functions activate the ground level and create a vibrant social environment for users.



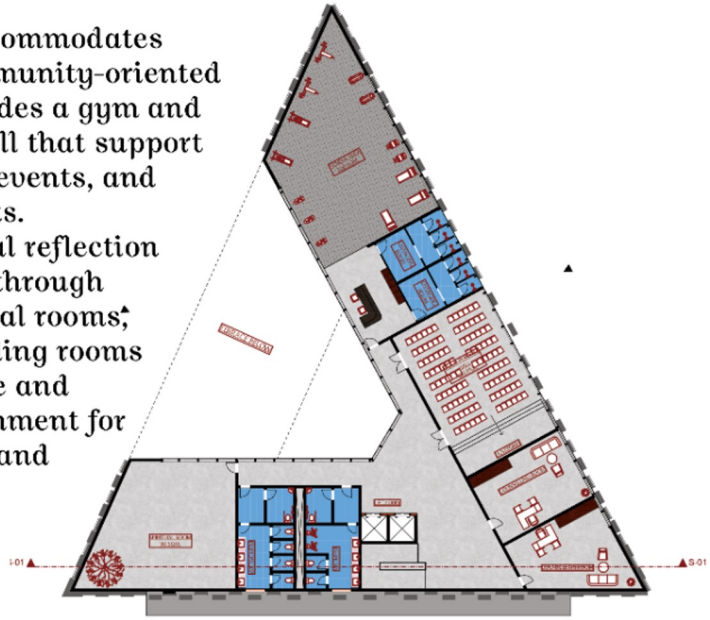
FIRST FLOOR:
The first floor accommodates spaces that promote creativity, learning, and collaboration. It features an exhibition space for showcasing ideas, projects, and student work, alongside an innovation and maker space designed to support experimentation and hands-on creative activities. These spaces provide a platform for students to explore new concepts and develop innovative solutions.



SECOND FLOOR:
The second floor is dedicated to academic and study-oriented functions. It accommodates a computer laboratory, library, private study areas, and group discussion spaces that support both individual learning and collaborative work.
An open terrace is also provided, offering a relaxed environment for informal study and reflection while allowing users to engage with the surrounding outdoor space.

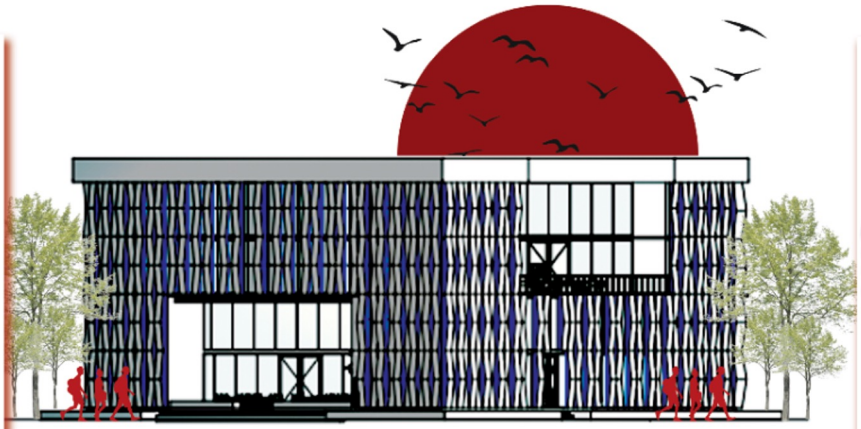


THIRD FLOOR:
The third floor accommodates wellness and community-oriented functions. It includes a gym and a multipurpose hall that support physical activity, events, and group engagements.
Spaces for spiritual reflection are also provided through designated spiritual rooms, alongside counselling rooms that offer a private and supportive environment for student guidance and well-being.

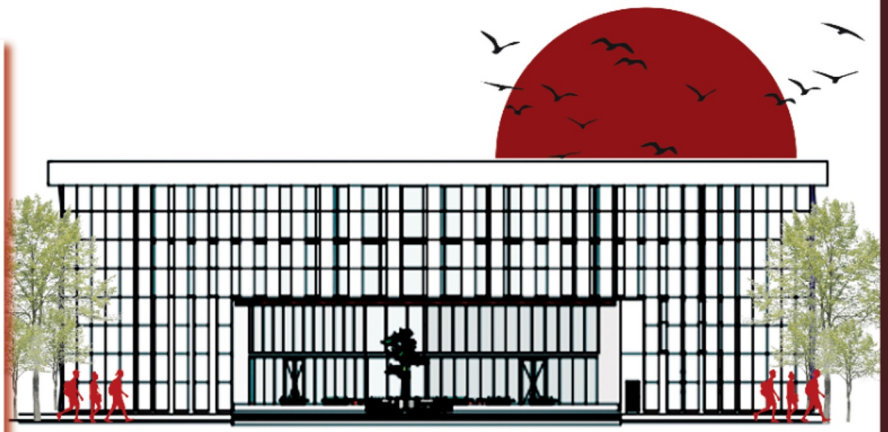


ELEVATIONS

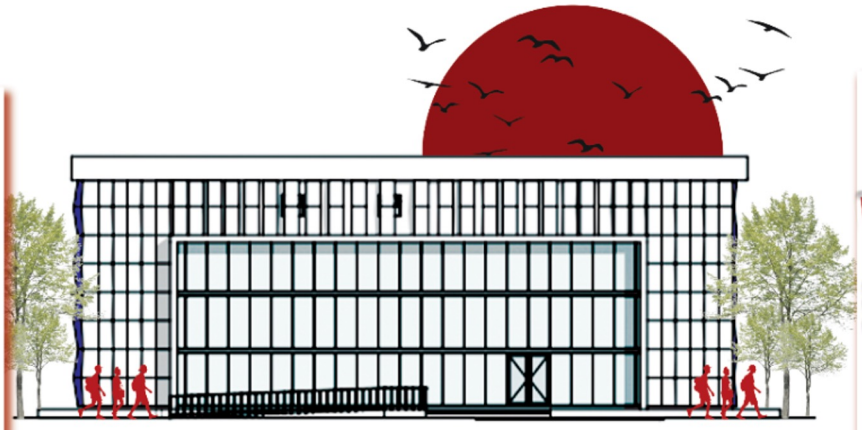
NORTH EL.



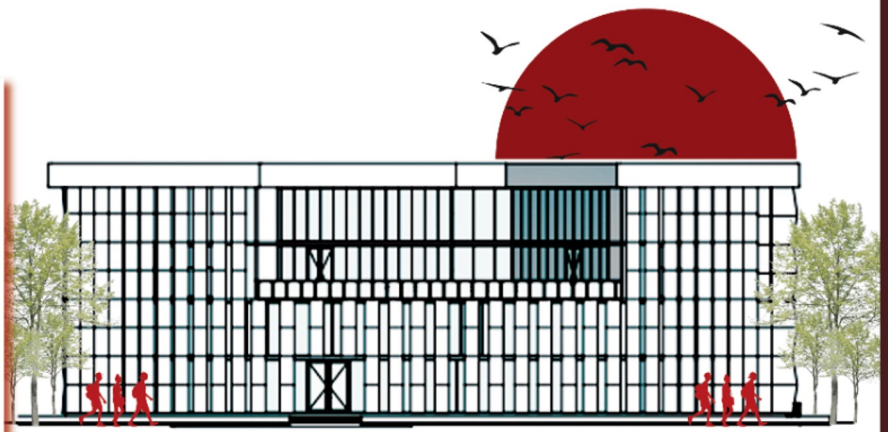
EAST EL.



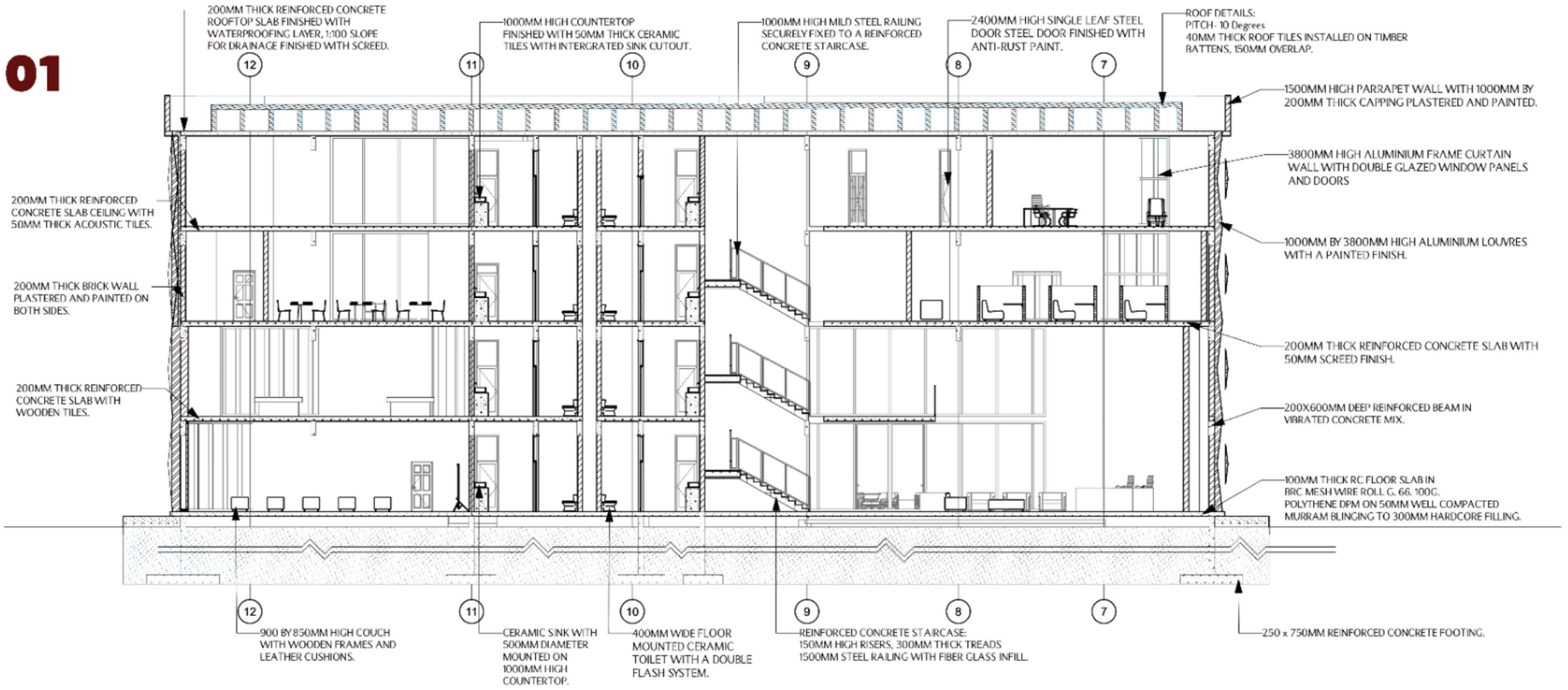
SOUTH EL.



WEST EL.

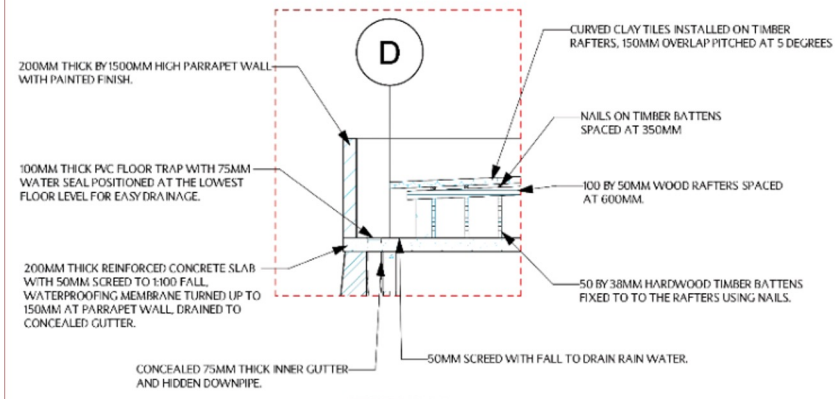


SECTION 01



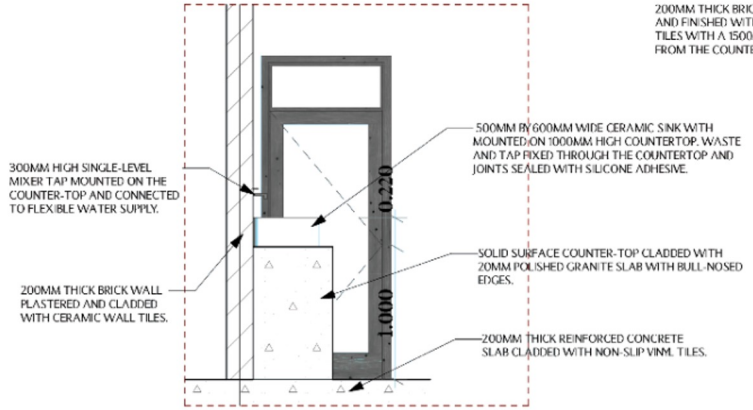
DETAILED DRAWINGS

HIDDEN ROOF DETAILS

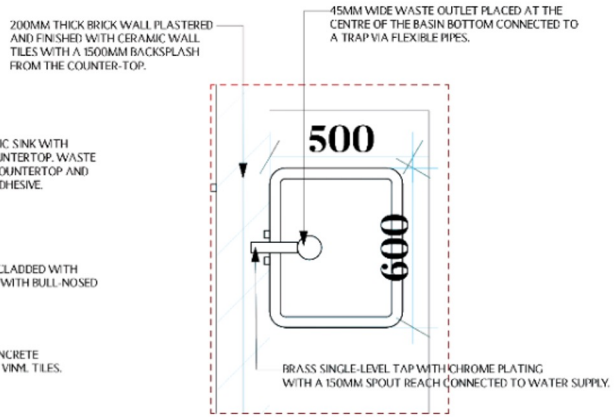


SECTION 04
1:50

VANITY DETAILS



SECTION 05
1:20



PLAN
1:20

PROJECT GALLERY


Open terrace



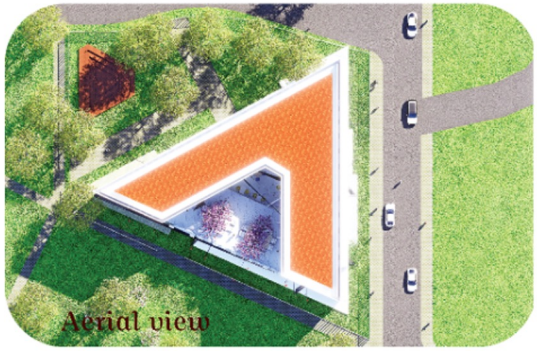






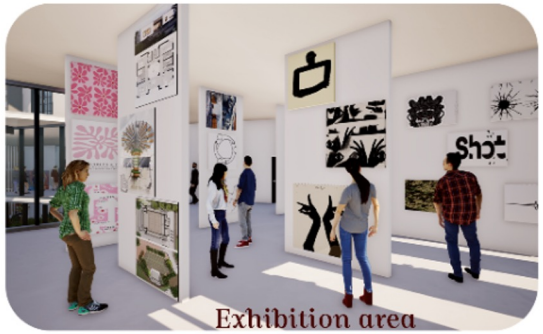
















NAME :Happiness Nabulindo
INSTITUTION: Department of Architecture &Interior Design (DAID),Faculty of Engineering and Architecture (SEA), Kenyatta University (KU)
EMAIL ADDRESS :happynabulindo@gmail.com

BIOGRAPHY

Happiness Nabulindo is a fourth-year architecture student at Kenyatta University, dedicated to designing sustainable, human-centered spaces that resonate with their local context. Her work is deeply influenced by Critical Regionalism, where she strives to create modern environments rooted in local culture and climate, prioritizing a distinct "sense of place" over generic design
.For Happiness, architecture is where a simple idea gains a heartbeat. It is more than just drawing lines; it is the art of capturing an inspiration and bringing it to life, manifesting a thought into a tangible environment. Through internships at the State Department for Public Works and Eco Pronack Limited, she has gained diverse experience in architectural practice and project development. These roles have strengthened her understanding of the vital relationship between design, construction, and the broader built environment.

CONNECTED CAMPUS



Her recent student hub project was aimed at creating a vibrant student hub ,designed to dissolve the social boundaries by intergrating diverse campus life into a singular high energy environment that makes it all feel connected .

DESIGN BRIEF

SITE SELECTION

LOCATION :KENYATTA UNIVERSITY MAIN CAMPUS ,NAIROBI COUNTY SOUTH WEST OF POST-MODERN LIBRARY ,CORNER SITE NEAR THE 2ND ROUND ABOUT

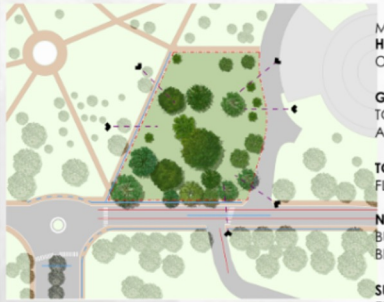
CLIENT: KENYATTA UNIVERSITY

AREA : APPROX 3000M²



4.1 site maps 2 1:4.16

SITE JUSTIFICATION



4.1 site maps 2 1:4.50

ACCESIBILITY-PROXIMITY TO MAIN GATE

MULTIPLE ACESS POINTS

HUMAN TRAFFIC -LOCATED AT AN AREA OF HIGH HUMAN TRAFFIC

GOOD VIEWS-THE SITE HAS GOOD VIEWS TOWARDS THE MONUMENT,THE LIBRARY AND THE CENTRAL ADMIN BLOCK

TOPOGRAPHY- THE SITE IS RELATIVELY FLAT MAKING IT EASIER TO DESIGN

NO DEMOLITION- NO PRE-EXISTING BUILDINGS THEREFORE NO DEMOLITIONS TO BE CARRIED OUT

SUITABLE LOCATION -WITHIN THE KU EDUCATION ZONE ,AN AREA THAT LACKS DIVERSE STUDENT ACTIVITIES

VEHICULAR ACCESS
PEDESTRIAN ACCESS
VIEWS

BRIEF ANALYSIS

1.FUNCTIONAL DICTIONARY

INFORMAL LOUNGES & COLLABORATIVE SPACES
PRIVATE READING AREAS
COUNSELLING AND WELLNESS ROOMS
MULTI PURPOSEHALL/EVENTS SPACE
EXHIBITION
CAFE &SOCIAL ZONES
OUTDOOR SHADED SEATING
STUDENT SUPPORT OFFICES
ACCESSIBILITY FEATURES <ELEVATORS ,RAMPS ,TOILETS >

CLUSTERS

SOCIAL & INTERACTIVE SPACES
CAFE & REASTAURANT
MULTI-PURPOSE LOUNGE
EXHIBITION
AMPHITHEATRE
INDOOR RECREATION; GAMING LOUNGE
MUSIC &DANCE ROOM
OUTDOOR SEATING
SEMINAR SPACES/ STUDENT CLUB ROOMS

WELLNESS SPACES
CONSULTATION ROOMS
COUNSELLING ROOM
PRAYER ROOM
SPA/GARDENS
FIRST AID

LEARNING SPACES
CO-WORKING SPACES
DISCUSSION ROOMS
DIGITAL HUB;COMPUTER LAB
INNOVATION / MARKER SPACE
QUIET STUDY ZONE

SERVICES
RECEPTION &INFO DISK
STUDENT SERVICES
ADMIN OFFICE
WASHROOMS
STORAGE SPACES
CIRCULATION SPACES

2. GRADIENTS

PRIVACY GRADIENT

PUBLIC-SPACES- RECEPTION,CAFE,MULTI-PURPOSE LOUNGE,EXHIBITION ZONE,INDOOR RECREATION SPACES,INFO DESK

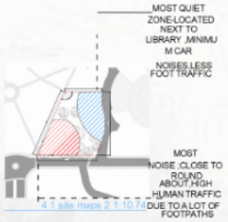
SEMI-PUBLIC SPACES- CO-WORKING ZONE,DISCUSSION ROOMS,INNOVATION HUB,DIGITAL HUB ,QUIET STUDY ZONE

PRIVATE SPACES- ADMIN OFFICE,COUNSELLING ROOMS, WELLNESS ROOMS ,STORAGE



NOISE GRADIENT

CAFE &RESTAURANT
OUTDOOR SEATING
OUTDOOR AMPHITHEATRE
INDOOR RECREATIONAL AREAS
MULTI-PURPOSE LOUNGE
-GROUP DISCUSSION
-CO-WORKING SPACES
-INNOVATION SPACES
-DIGITAL HUB
-QUIET STUDY
-WELLNESS ROOMS
-COUNSELLING ROOMS
-PRAYER ROOMS



4.1 site maps 2 1:10.74

VIEW GRADIENT

PUBLIC VIEWS<OUTWARD FOCUSED> - CAFE & RESTAURANT ,LOUNGE,INFORMAL STUDY ZONES ,EXHIBITION ,MARKER SPACES,CO-WORKING ZONES<*SOCIAL,CREATIVE,ACTIVE,VISIBILITY NEEDED*>

MID VIEW ACCESS -MULTI-PURPOSE HALL,INNOVATION HUB,DIGITAL HUB,RECEPTION <*BALANCED ACTIVITY,FLEXIBLE LIGHTING,ADAPTABLE*>

PRIVATE VIEWS- QUIET STUDY ZONES ,STORAGE ROOMS, WASHROOMS,STUDENT SERVICES,ADMIN OFFICESS,COUNSELLING ROOMS<*PRIVACY,FOCUS,SECURITY,CONTROLLED ENVIRONMENT*>

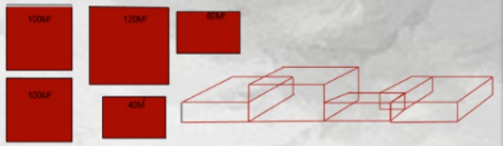
ACCESS GRADIENT

SPACES NEAR ACCESS POINTS
RECEPTION &WAITING AREA
STUDENT INFO &SERVICES
CIRCULATION POINTS
WCS
RESTAURANT &CAFE
MULTIPURPOSE HALL
SPACES FAR FROM ACCESS POINTS
READING AREA
DIGITAL HUB
WELLNESS SPACES

AREA ,VOLUME ANALYSIS

SOCIAL SPACES

CAFE &RESTAURANT 1*100M²
MULTIPURPOSE LOUNGE 1*120M²
EXHIBITION- 1*60M²
INDOOR RECREATION -1*100
SEMINAR SPACES -40M²
TOTAL=420 M²



LEARNING SPACES

CO-WORKING ZONES- 1*100M²
DISCUSSION ROOMS -2*30
DIGITAL HUB-60M²
INNOVATION -80 M²
QUIET STUDY-40M²
TOTAL 340 M²



WELLNESS SPACES

COUNSELLING ROOMS-2 *20M²
PRAYER ROOM-40M²
FIRST AID-10M²
TOTAL =90M²



SERVICES & SUPPORT

RECEPTION &INFO DESK-40M²
STUDENT SERVICES -30M²
ADMIN OFFICE-20M²
STORAGE-20M²
WCS-60M²
CIRCULATION-VERTICAL:20M²
HORIZONTAL 2M *;VARIABLE
TOTAL=190M²

1040M²



GROUND COVERAGE -60%
PLOT RATIO 1:7

BUBBGLE DIAGRAM



STRONG
MODERATE
WEAK

PHILOSOPHY &CONCEPT DEVELOPMENT

PHILOSOPHY : THREADS OF STUDENT LIFE

THE NORMAL STUDENT LIFE IS MADE OF MANY EXPERIENCES,FROM SOCIAL TO LEARNING TO THE PERSONAL LIFE. VIEWING ALL THIS ACTIVITIES,EXPERIENCES AND STUDENTS AS UNIQUE THREADS THAT CONTRIBUTE TO THE COLLECTIVE TAPESTRY OF UNIVERSITY COMMUNITY.

GIVEN WE'RE TO DESIGN A STUDENT HUB THAT FOSTERS COLLABORATION ,WELLNESS,INNOVATION,COMMUNITY ENGAGEMENT BY BRINGING TOGETHER LEARNING ,SUPPORT RECRECTIONAL AREAS AND WELLNESS SERVICES

THEREFORE THE STUDENT HUB ACTS AS A LIVING FABRIC,A PLACE WHERE THIS MANY THREADS OF STUDENT LIFE ARE WOVEN TOGETHER INTO A SHARED EXPERIENCE

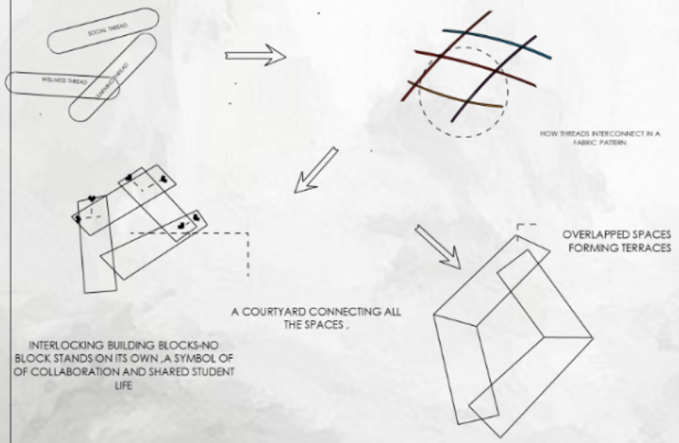


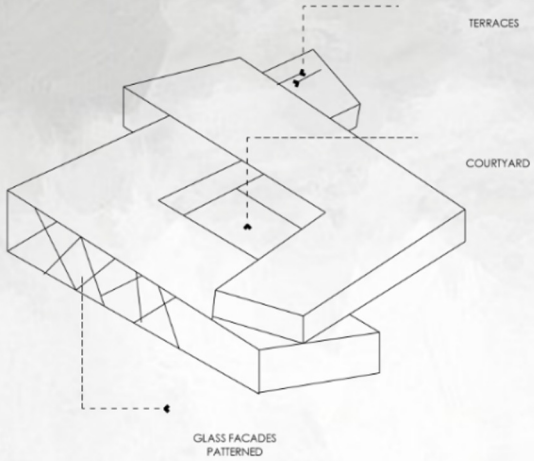
CONCEPT : CONNECTED CAMPUS

<CONNECTION>

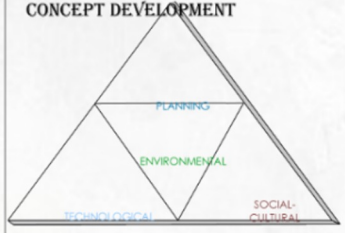
TRANSLATING THE PHILOSOPHY INTO FORM,THE CONCEPT OF CONNECTED CAMPUS COMES IN ORGANISING THIS THREADS INTO AN INTERACTIVE SPATIAL NETWORK

FORM DEVELOPMENT





CONCEPT DEVELOPMENT





PLANNING CONCEPT-SPACES PLANNED BASED ON ZONINGS GUIDED BY VARIOUS SITE ASPECTS, FORM DERIVED FROM CONNECTING BLOCKS <THREADS>

ENVIRONMENTAL CONCEPT - THE DESIGN INTERGRATES GREEN SPACES SUCH AS THE COURTYARD AND TERRACES THAT PROMOTES NATURAL VENTILATION,DAYLIGHT TO INNER CORE SPACES ,CONNECTS SPACES TO NATURE



TECHNOLOGICAL CONCEPT- STEEL GLASS,HYBRID SYSTEM FOR TRANSPARENCY &CONNECTION. STEEL ALLOWS LARGE SPAN AND FLEXIBLE LAYOUT.TRANSPARENT GLASS FACADES CREATIE VISUAL CONNECTIVITY BETWEEN SPACES .THIS REINFORCES PROJECT PHILOSOPHY BY ENABLING OPENNESS ,VISIBILITY AND SEAMLESS FLOW ACROSS ALL STUDENT ACTIVITIES





AD **APTIVE LEARNING ENVIRONMENT** -SPACES CAN TRANSFORM TECHNOLOGICALLY DEPENDING
ON THE ACTIVITY ,SUPPORTING COLLABORATION ,INNOVATION AND MULTI-USE OF SPACE ;SMART
AC OUSTICS ,MOVABLE SMART PARTIONS ,PROJECTION WALLS FOR EXHIBITIONS

SOCIO-CULTURALCONCEPT-

A DESIGN THAT CELEBRATES KU STUDENTS COMMUNITY,BY SHAPING SPACES THAT INTERACT ,GATHER AND FEEL CONNECTED

THE BUILDING SUPPORTS THE REAL SOCIAL PATTERNS WITHIN THE SCHOOL

SPATIAL ORGARNISATION -THE INTERLOCKING BUILDING FORMS ALREADY SHOWS THE DIFFERENT ASPECTS ,INTERCONNECTING

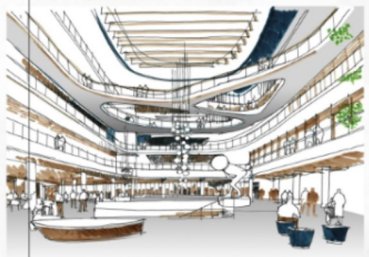
TRANSPARENCY

MORE USE OF GLASS PARTITIONS ,PERFORATED METAL SCREENS -STUDENTS ARE ABLE TO SEE ACTIVITY IN OTHER SPACES EVEN IF THEY ARE NOT INSIDE THEM
MEZZANINE FLOORS OVERLOOKING ACTIVITY POINTS



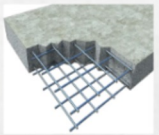
SOCIAL NODES

NODES BECOME ANCHOR POINTS WHERE ALL PEOPLE MEET
THE COURTYARD SERVES AS THE MAJOR NODE CONNECTING ALL THE BUILDING BLOCKS,VERTICAL CIRCULATION AT NODES



MATERIALITY

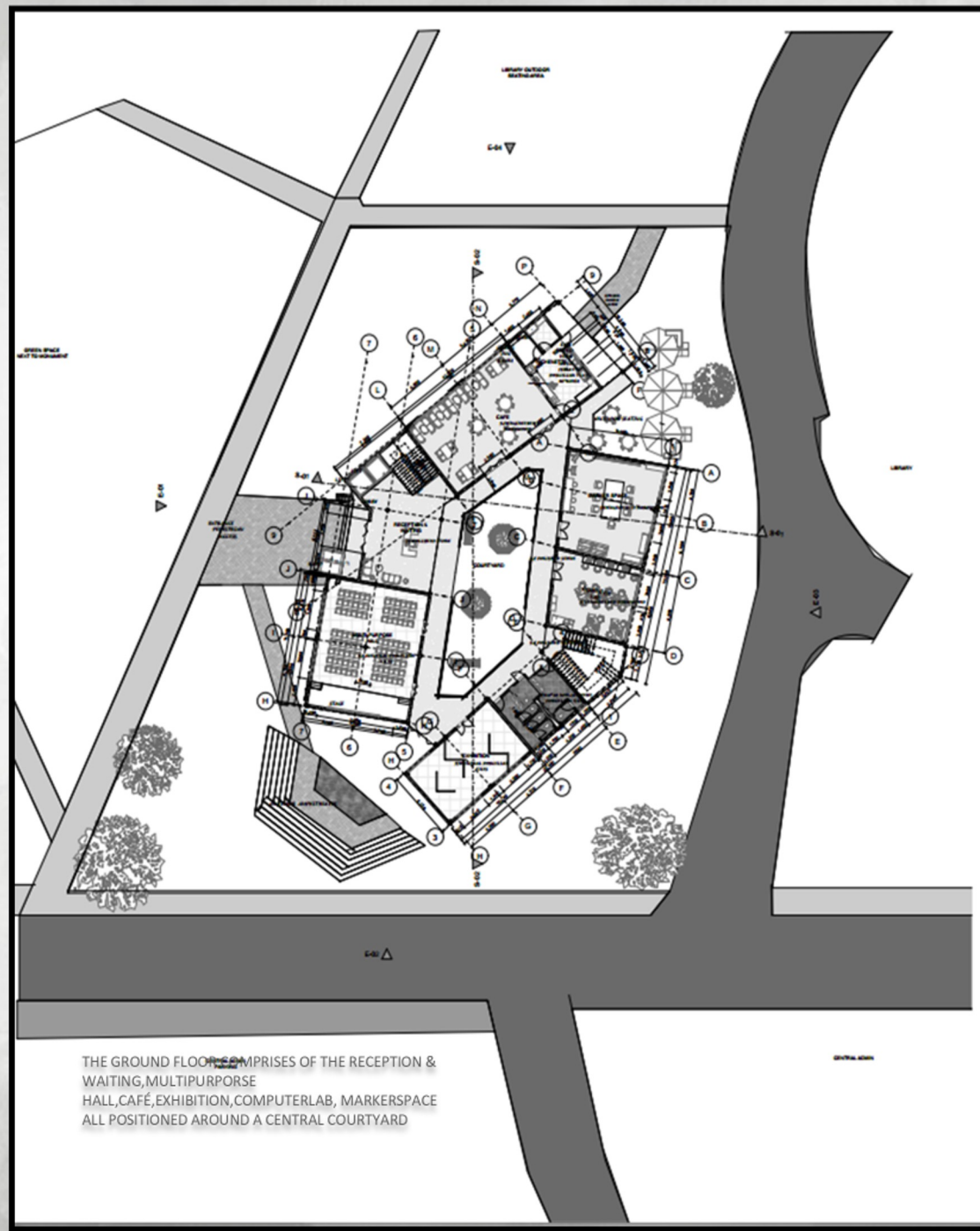




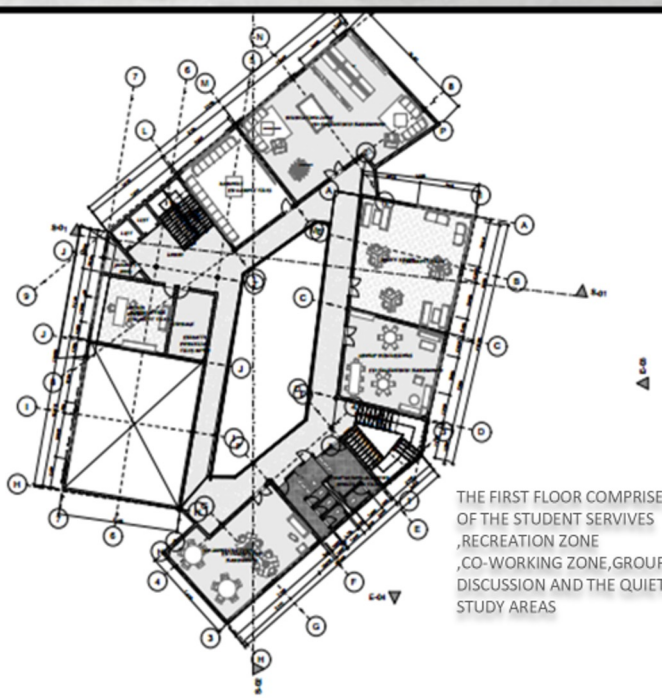
CORE STRUCTURAL MATERIALS
STEEL- TO ENSURE LONG SPANS ,
REINFORCED CONCRETE FOR SLABS
BRICK FOR THE WALLING SINCE ITS A SUSTAINABLE BUILDING MATERIAL
FACADE MATERIALS -CLEAR AND TINTED-FOR TRANSPARENCY,VISUAL ,CONNECTION AND MAXIMUM DAYLIGHT
PERFORATED METAL SCREENS



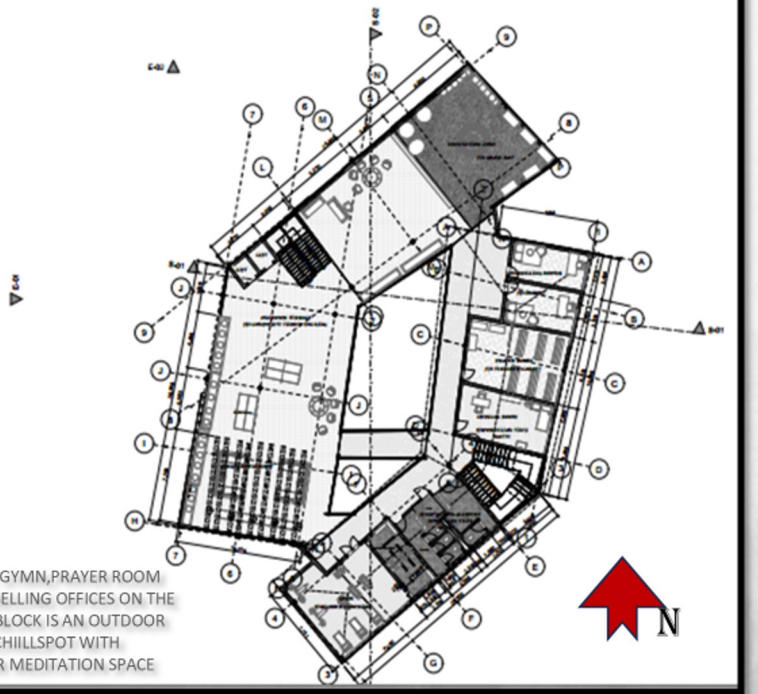
PLANS



THE GROUND FLOOR COMPRISES OF THE RECEPTION & WAITING,MULTIPURPORSE HALL,CAFÉ,EXHIBITION,COMPUTERLAB, MARKERSPACE ALL POSITIONED AROUND A CENTRAL COURTYARD



THE FIRST FLOOR COMPRISES OF THE STUDENT SERVIVES ,RECREATION ZONE ,CO-WORKING ZONE,GROUP DISCUSSION AND THE QUIET STUDY AREAS



THE 2ND FLOOR HAS THE GYMN,PRAYER ROOM ,MEDICAL ROOM,COUNSELLING OFFICES ON THE EAST BLOCK .THE WEST BLOCK IS AN OUTDOOR TERRACE DIVIDED TO A CHIILLSPOT WITH PERGOLA AND OUTDOOR MEDITATION SPACE

ELEVATIONS



ELEVATION -01



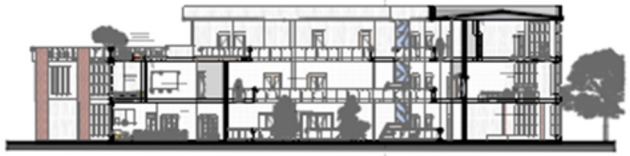
ELEVATION -02



ELEVATION-03

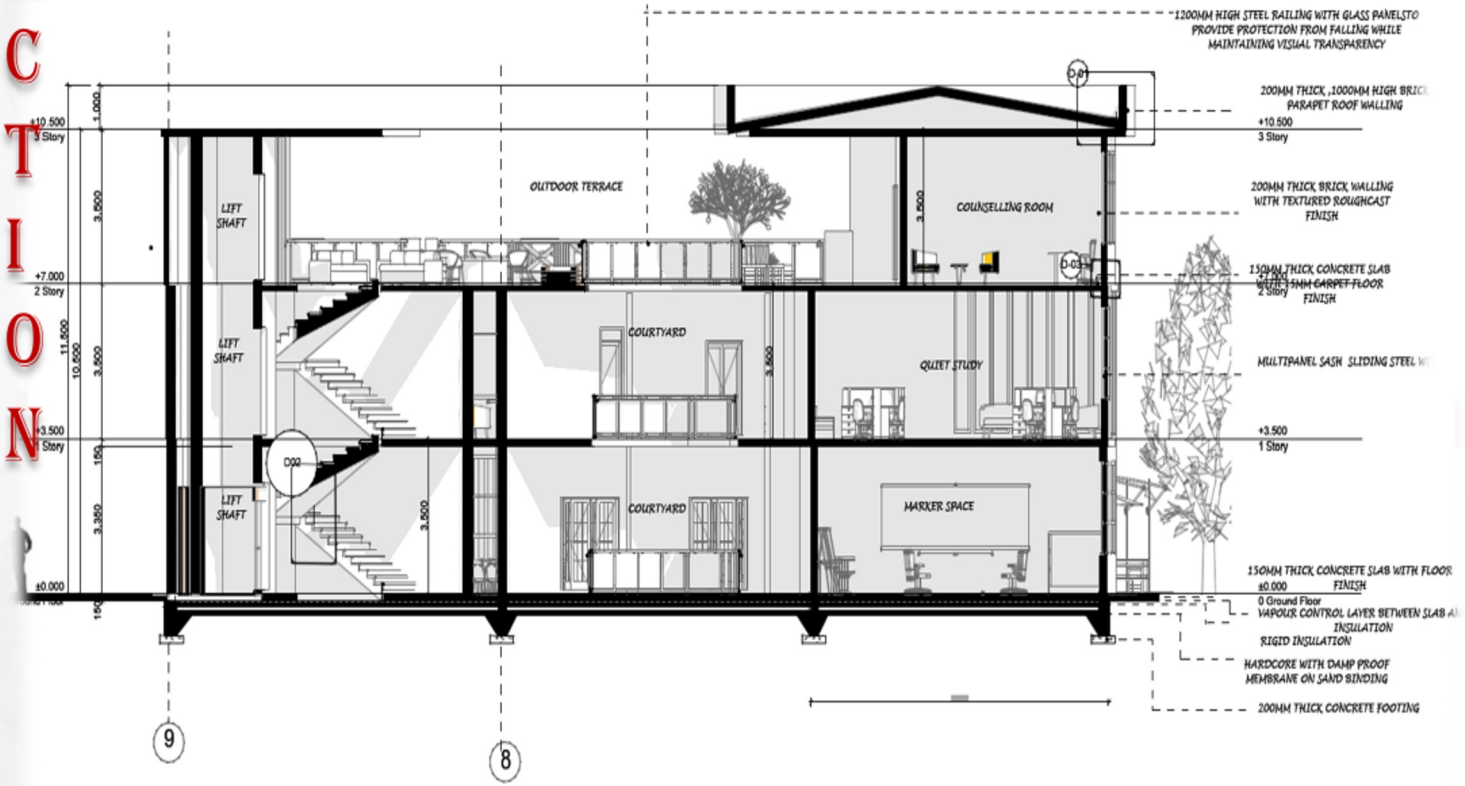


ELEVATION -04

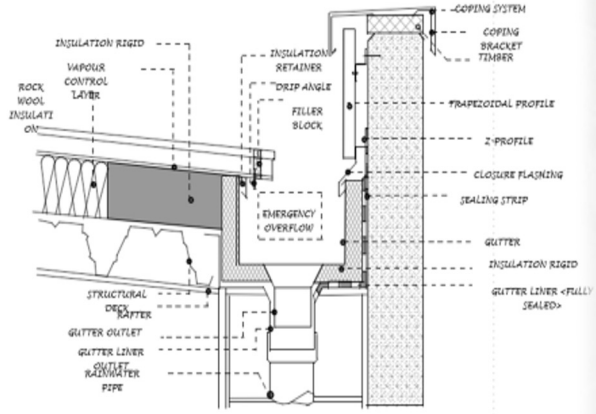


SECTION-01

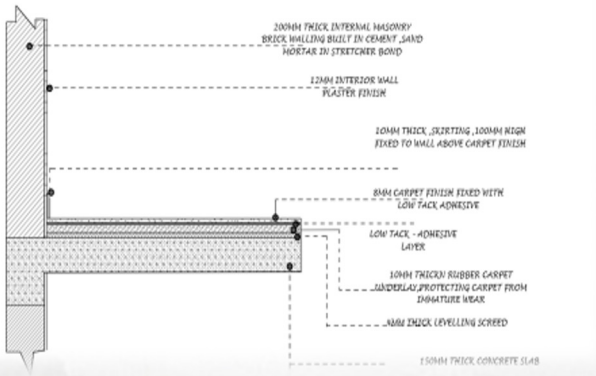
SECTION



PARAPET WALL DETAIL
SCALE 1:20



CARPET FLOORING DETAIL
SCALE 1:10



EXTERIORS







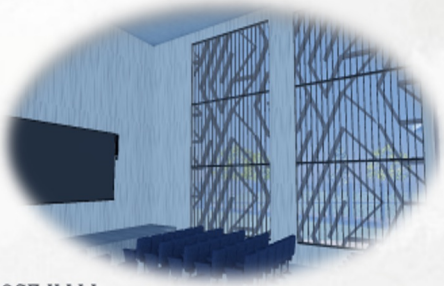
INTERIORS



KAROEKE &MUSIC ROOM



TERRACE ,PERGOLA ZONE



MULTI-PURPOSE HALL



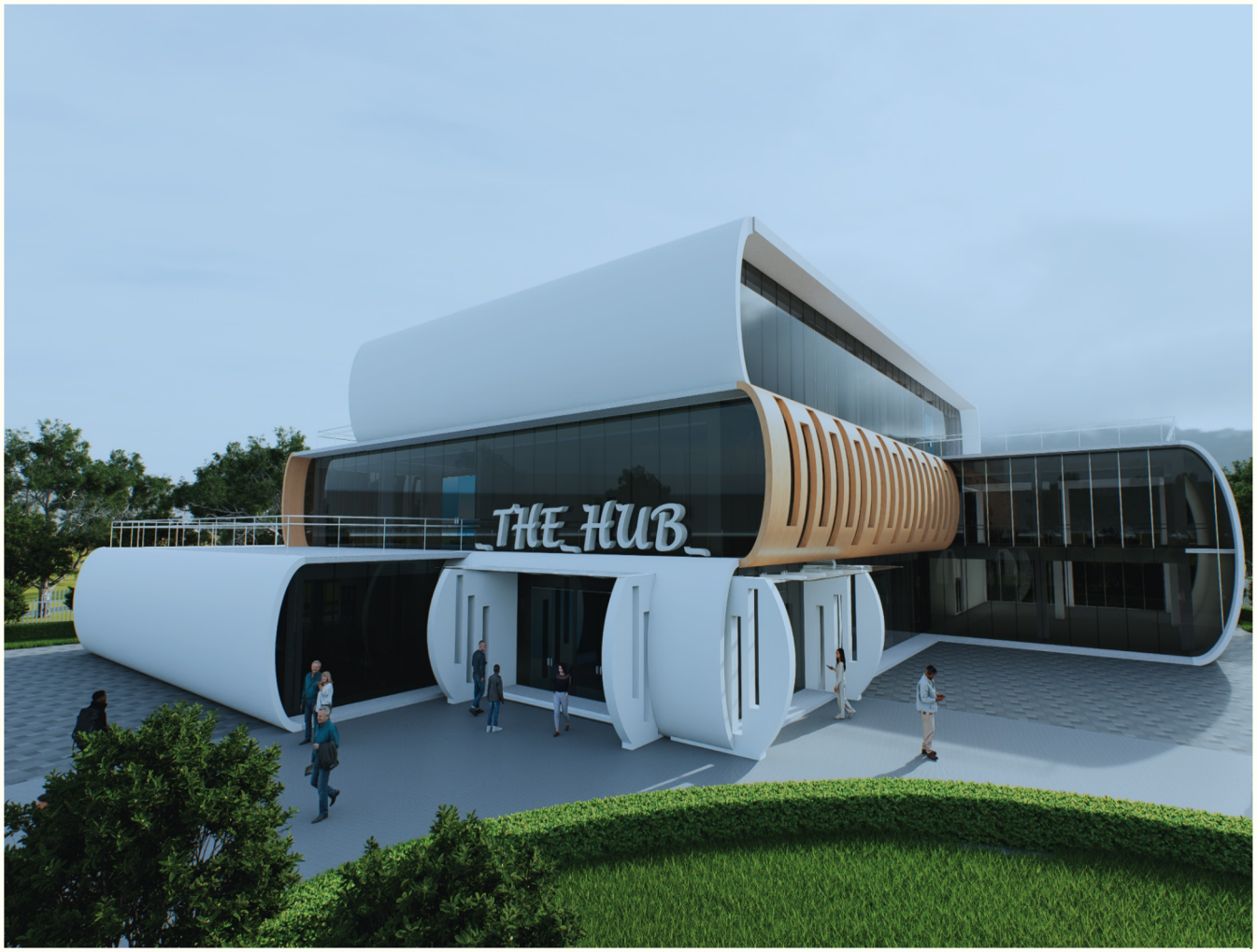
TERRACE,MEDITATION ZONE



NAME: Theuri Benson, BAS IV
INSTITUTION: Department of Architecture & Interior Design (DAID), Faculty of Engineering and Architecture (SEA), Kenyatta University (KU)
EMAIL : benzyne458@gmail.com

Theuri Benson is an emerging architectural designer currently in his fourth year of study at Kenyatta University. His architectural ethos centers on the pursuit of fluid spatial expression, where curvilinear geometries and interconnected circulation systems shape environments that encourage movement, interaction, and collective engagement. Through a design language defined by continuity and spatial flow, his work investigates how architecture can cultivate collaborative learning environments and evolving academic experiences within contemporary institutional settings.

Through various internships and practical engagements, he has strengthened his understanding of architectural practice across both construction and studio-based design processes, developing a balanced appreciation of design thinking and buildability. Benson is proficient in architectural design and visualization using Graphisoft Archicad, Autodesk Revit, Lumion, Autodesk 3ds Max, and D5 Render. His professional interests include architectural visualization, digital design workflows, and he is an avid gaming fanatic, whose fascination with immersive virtual worlds continues to influence his exploration of spatial storytelling and experiential architectural design.



SITE CONTEXT & DATA

SITE SELECTION

PROJECT: STUDENT HUB DESIGN WITHIN KENYATTA UNIVERSITY CAMPUS
LOCATION:KENYATTA UNIVERSITY, MAIN CAMPUS ROYSAMBU CONSTITUENCY, NAIROBI KENYA
PROJECT AIM: TO DESIGN A MULTIFUNCTIONAL, INCLUSIVE, AND VIBRANT STUDENT HUB THAT FOSTERS INTERACTION, ACADEMIC SUPPORT, WELL-BEING, AND CAMPUS LIFE ENGAGEMENT.
CLIENT:KENYATTA UNIVERSITY
SIZE : 2790m²
PLOT RATIO : 35%
PLOT COVERAGE : 60%



SITE JUSTIFICATION

- **ACCESSIBILITY:** SITE HAS MULTIPLE ACCESS POINTS & HAS CLOSE PROXIMITY TO THE CAMPUS'S MAIN CIRCULATION ROUTES.
- **VIEWS:** THE SITE HAS SOME OF THE BEST VIEWS TOWARDS THE MONUMENT.
- **LOCATION:** LOCATED IN A REGION OF HIGH STUDENT TRAFFIC.
- **TERRAIN:** THE SITE HAS A RELATIVELY FLAT SLOPE.



BRIEF & SPATIAL ANALYSIS

FUNCTIONAL LIBRARY

- RECEPTION & INFO DESK: 20M² (RECEPTION) + 20M² (ADMIN/INFO)
- MULTIPURPOSE LOUNGE: 120M²
- COWORKING / STUDY SPACES: 120M²
- QUIET STUDY ZONE: 40M²
- GROUP DISCUSSION ROOMS: 60M² TOTAL (2 ROOMS @ 30M² EACH)
- INNOVATION / MAKERSPACE: 100M²
- COMP LAB / DIGITAL HUB: 80M²
- WELLNESS ROOM (MEDITATION HUB): 40M²
- COUNSELLING & SUPPORT OFFICES: 40M² TOTAL (COUNSELLING 20M² + SUPPORT 20M²)
- CAFE' / REFRESHMENT: 100M²
- INDOOR RECREATION AREA: 100M²
- OUTDOOR SEATING / AMPHITHEATRE: 100M²
- EXHIBITION / DISPLAY ZONE: 50M²
- WASHROOMS: 80M² TOTAL (4 UNITS @ 20M² EACH)
- STUDENT SERVICES: 40M²
- STORAGE: 40M²
- FIRST AID: 20M²
- WAITING AREA: 20M²

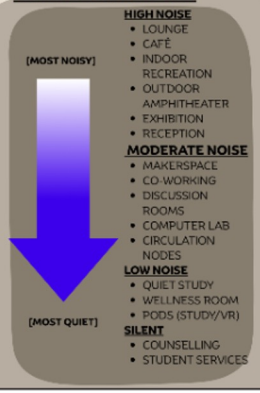
CLUSTERING OF SPACES



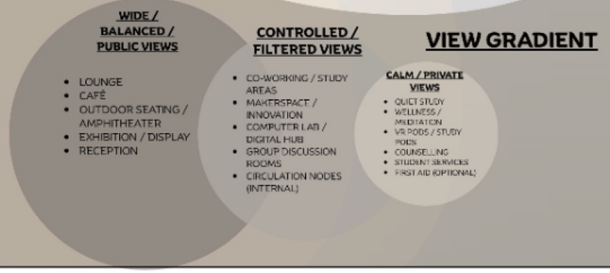
PRIVACY GRADIENT



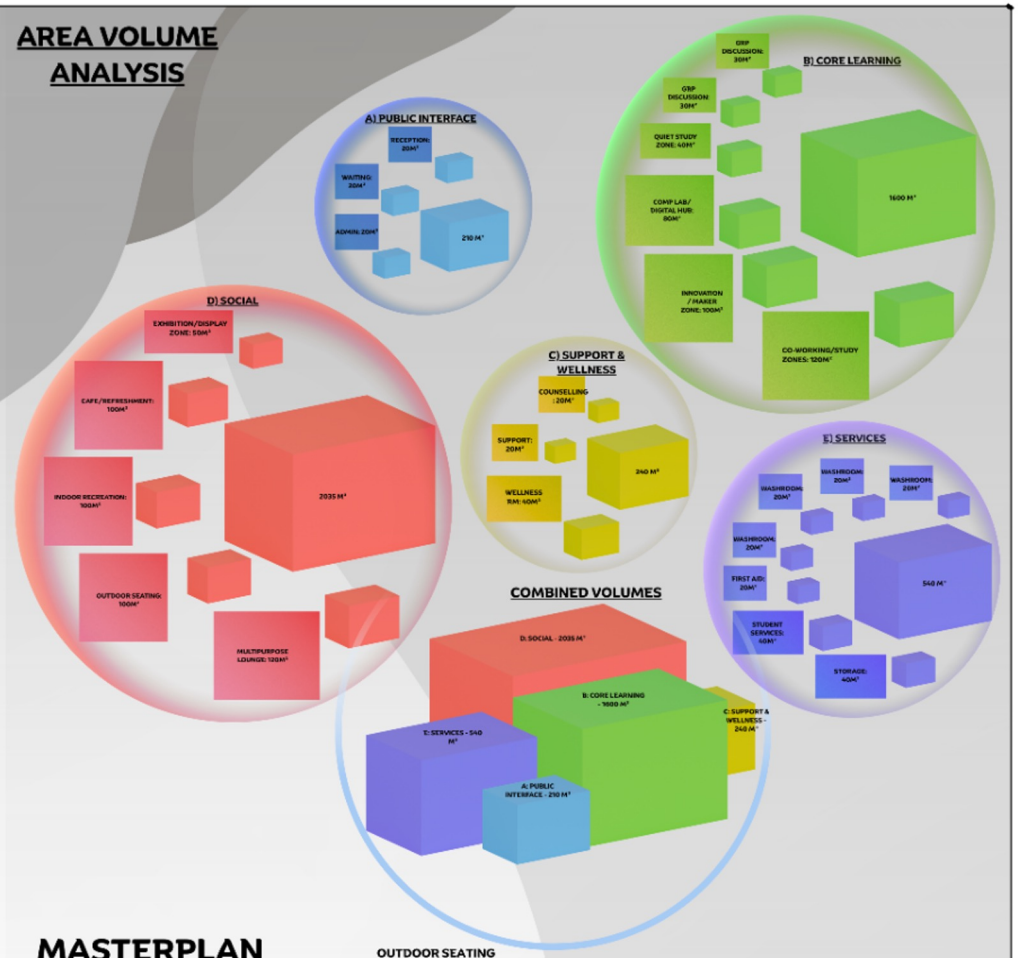
NOISE GRADIENT



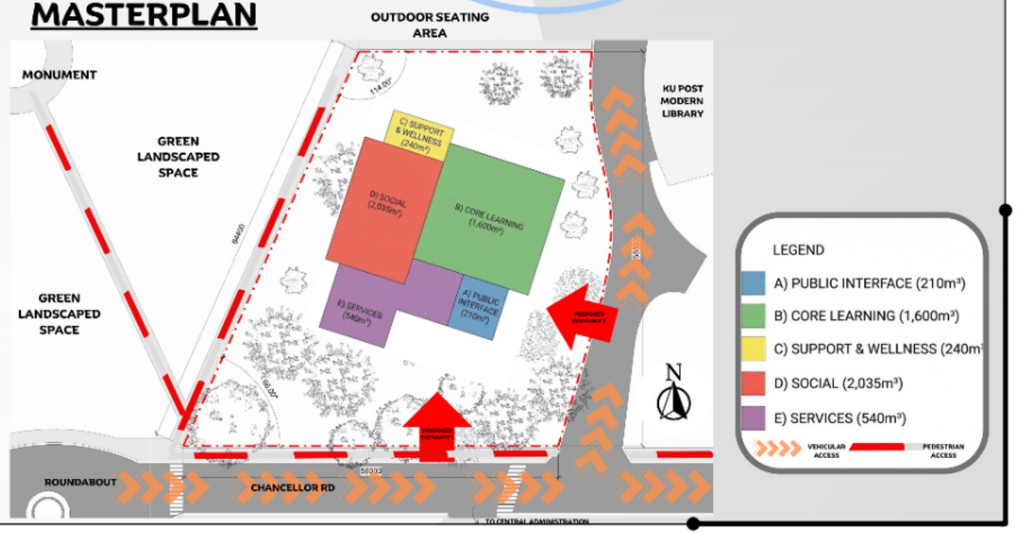
VIEW GRADIENT



AREA VOLUME ANALYSIS



MASTERPLAN



PHILOSOPHY & CONCEPT DEVELOPMENT

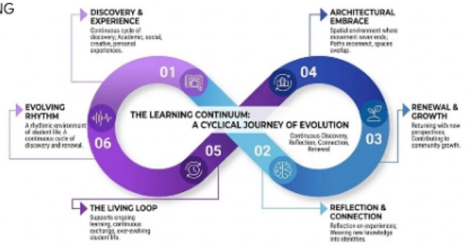
DESIGN PHILOSOPHY – *INFINITE LOOPS OF LEARNING*

LEARNING IS NOT A STRAIGHT LINE. IT IS A CONTINUOUS CYCLE OF DISCOVERY, REFLECTION, CONNECTION, AND RENEWAL. STUDENTS EVOLVE THROUGH REPEATED LOOPS OF EXPERIENCES – ACADEMIC, SOCIAL, CREATIVE, AND PERSONAL – RETURNING TO OLD IDEAS WITH NEW PERSPECTIVES AND WEAVING NEW KNOWLEDGE INTO THEIR IDENTITIES.
THE ARCHITECTURE EMBRACES THIS CYCLICAL NATURE BY FORMING A SPATIAL ENVIRONMENT WHERE MOVEMENT NEVER ENDS, WHERE PATHS RECONNECT, WHERE SPACES OVERLAP, AND WHERE EACH INTERACTION CONTRIBUTES TO THE GROWTH OF THE CAMPUS COMMUNITY.
THE STUDENT HUB BECOMES A LIVING LOOP – AN ENVIRONMENT THAT SUPPORTS ONGOING LEARNING, CONTINUOUS EXCHANGE, AND THE EVER-EVOLVING RHYTHM OF STUDENT LIFE.

DESIGN CONCEPT : *INTERWOVEN LOOP*

THE INTERWOVEN LOOP CONCEPT DRAWS INSPIRATION FROM THE WAY THREADS IN A FABRIC OVERLAP, CROSS, AND BIND TOGETHER TO FORM A UNIFIED TEXTILE. THIS LOGIC IS TRANSLATED ARCHITECTURALLY INTO A CONTINUOUS LOOPING PATH THAT ORGANIZES AND SHAPES THE STUDENT HUB.





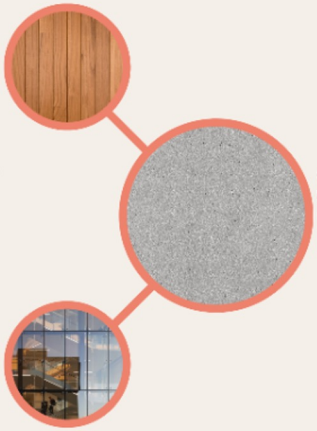
THE LOOP SPLITS INTO STRANDS—REPRESENTING ACADEMIC, SOCIAL, AND CREATIVE LEARNING PATHWAYS—THEN RECONNECTS, FOLDS, AND INTERSECTS TO GENERATE DISTINCT SPATIAL NODES.
AT THESE INTERSECTIONS, ACTIVITY INTENSIFIES; WHERE THE LOOP STRETCHES, IT BECOMES CIRCULATION; WHERE IT TIGHTENS, IT ANCHORS KEY PROGRAMS. THE RESULTING FORM IS A DYNAMIC, SEAMLESS SEQUENCE OF SPACES WHERE MOVEMENT AND EXPERIENCE ARE INTERCONNECTED, AND WHERE THE INTERWOVEN STRANDS OF STUDENT LIFE COLLECTIVELY CREATE THE FABRIC OF THE CAMPUS COMMUNITY.

MATERIAL ANALYSIS.

ELEMENTAL MATERIALS WILL BE USED TO ARTICULATE THE "INTERWOVEN LOOP" CONCEPT. CONCRETE PROVIDES THE GROUNDING STRUCTURE, TIMBER OFFERS WARMTH AND TACTILE CONNECTION, AND GLASS CREATES PERMEABILITY AT THE INTERSECTIONS.

TIMBER/WOOD: THE WOVEN WARMTH (TACTILITY & BIOPHILIA)
- APPLICATION: USED TO CLAD THE "FLOATING" OR ELEVATED SECTIONS OF THE LOOPS (LIKE CORE LEARNING SPACES), SUGGESTING LIGHTNESS. ALSO USED EXTENSIVELY FOR INTERIOR FINISHES, CEILINGS, AND BUILT-IN FURNITURE.

GLASS: THE INTERSECTION (TRANSPARENCY & LIGHT)
- APPLICATION: CONCENTRATED AT THE "NODAL INTERSECTIONS" WHERE THE LOOPS CROSS AND PROGRAM INTENSIFIES. ALSO USED FOR THE MAIN ENTRANCE TO INVITE STUDENTS IN.



CONCRETE: THE STRUCTURAL ANCHOR (SOLIDITY & MASS)
- APPLICATION: USED FOR THE FOUNDATIONAL ELEMENTS, GROUND-FLOOR SLABS, AND CORE STRUCTURAL WALLS THAT ANCHOR THE "LOOPS" TO THE SITE.

DESIGN PRIORITIES



INCLUSIVITY



FLEXIBILITY



SUSTAINABILITY

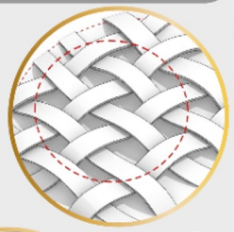


COMMUNITY

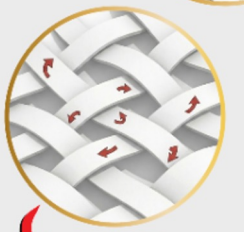


CONTEXT

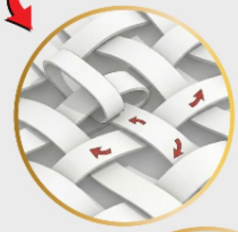
FORM DEVELOPMENT



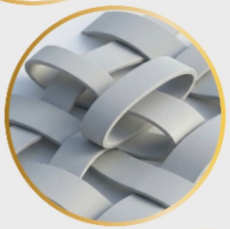
1 ESTABLISHING THE GENERATIVE LOGIC
THE DESIGN PROCESS BEGINS WITH THE ANALYSIS OF A TEXTILE WEAVE AS THE FOUNDATIONAL ARCHETYPE. THIS STUDY ESTABLISHES THE FUNDAMENTAL RULES FOR HOW SEPARATE STRANDS—REPRESENTING DIVERSE STUDENT ACTIVITIES—OVERLAP, CROSS, AND BIND TOGETHER TO FORM A UNIFIED SPATIAL FABRIC.



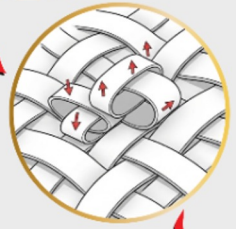
2 DEFINING THE SPATIAL LOOM
THE WEAVING LOGIC IS TRANSLATED INTO A THREE-DIMENSIONAL SPATIAL LOOM. THE STRANDS OF THE 'INTERWOVEN LOOP' ARE DEFINED BY AN ALTERNATING 'OVER-AND-UNDER' MOVEMENT, CREATING A SERIES OF INTERLOCKING ARCHES THAT IMPLY VERTICALITY AND THE POTENTIAL FOR MULTI-LEVEL CIRCULATION AND PROGRAM INTEGRATION.



3 FORMATION OF INTERCONNECTED PROGRAM LOOPS
BUILDING UPON THE SPATIAL LOOM, THE STRANDS ORGANIZE INTO TWO PRIMARY, INTERCONNECTED LOOPS. THIS FORMATION MATERIALIZES THE CONCEPT OF DISTINCT LEARNING PATHWAYS—SUCH AS SOCIAL AND ACADEMIC FUNCTIONS—INTERSECTING AND BINDING TOGETHER. THE INTERLOCKING LOOPS ESTABLISH A CONTINUOUS, DYNAMIC CIRCUIT THAT DEFINES MAJOR SPATIAL NODES AND ENCOURAGES CROSS-DISCIPLINARY INTERACTION.



4 CONVERGENCE AND NODAL INTENSITY
FOLLOWING THE FORMATION OF INDIVIDUAL LOOPS, THIS STAGE ILLUSTRATES THEIR CRITICAL INTERSECTION. THE DISTINCT PROGRAMMATIC PATHWAYS CONVERGE AND INTERLOCK, GENERATING A DENSE, UNIFIED SPATIAL NODE ON TOP OF THE FOUNDATIONAL WEAVE. THIS "TIGHTENING" OF THE FORM PHYSICALLY MANIFESTS THE CONCEPT'S INTENT TO CREATE ZONES OF INTENSIFIED ACTIVITY AND CROSS-DISCIPLINARY INTERACTION AT KEY CROSSOVER POINTS, EFFECTIVELY ANCHORING THE HUB'S CORE FUNCTIONS.



5 DYNAMIC SPATIAL MANIPULATION
THE FINAL STAGE INVOLVES THE DYNAMIC MANIPULATION OF THE INTERWOVEN LOOPS TO GENERATE DISTINCT ARCHITECTURAL QUALITIES. ONE LOOP IS SHIFTED UPWARDS AND DRAGGED SIDEWAYS, STRETCHING IT INTO A PROMINENT, ELEVATED VOLUME SUITABLE FOR CIRCULATION AND PUBLIC-FACING PROGRAMS. SIMULTANEOUSLY, THE OPPOSING LOOP IS SHIFTED DOWNWARDS, EMBEDDING IT INTO THE FOUNDATIONAL WEAVE TO CREATE MORE INTIMATE, GROUNDED SPACES.

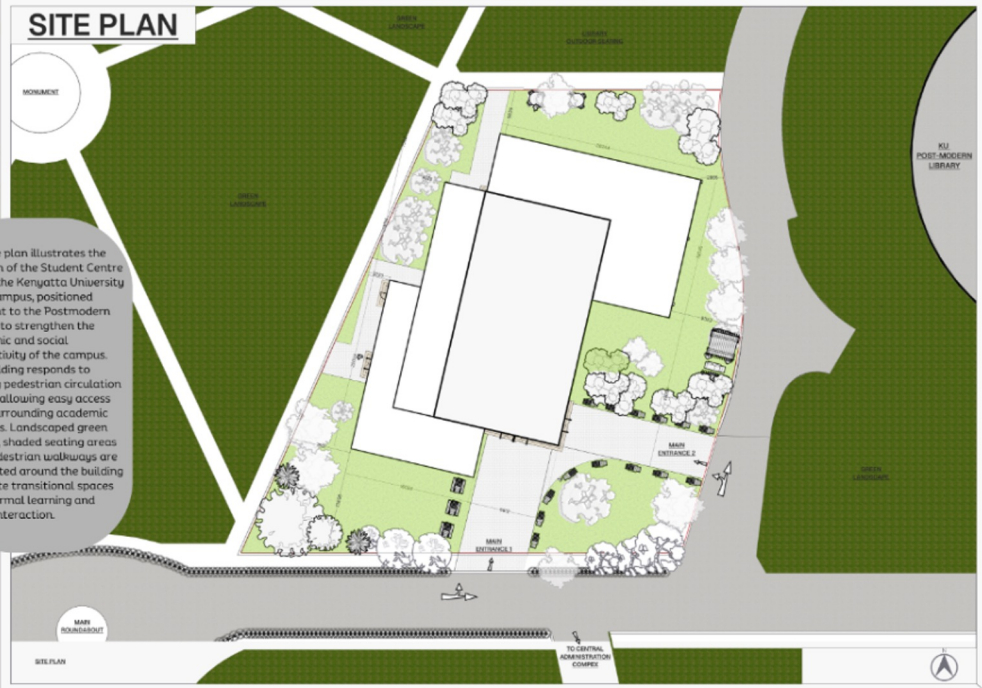




6 THE UNIFIED INTERWOVEN FORM
THE INDIVIDUAL LOOPS—HAVING BEEN DEFINED, INTERSECTED, AND DYNAMICALLY MANIPULATED—ARE NOW RESOLVED INTO A SINGULAR, COHESIVE ARCHITECTURAL FORM. THE RESULTING MULTI-LAYERED COMPOSITION EMBODIES THE "INTERWOVEN LOOP" CONCEPT, WHERE THE SEAMLESS INTEGRATION OF DIVERSE PROGRAMMATIC STRANDS CREATES A UNIFIED YET SPATIALLY RICH STUDENT HUB.

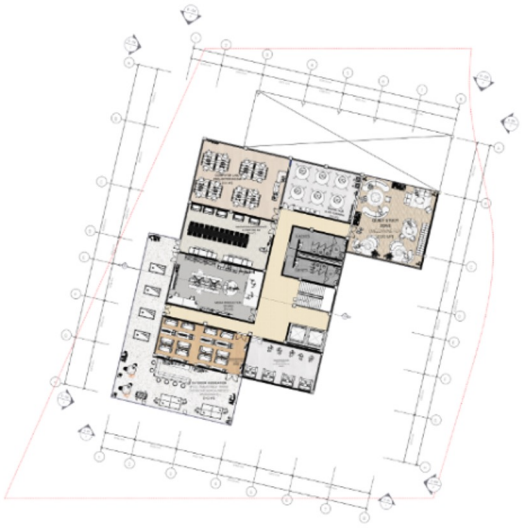
PRESENTATION PLANS

SITE PLAN



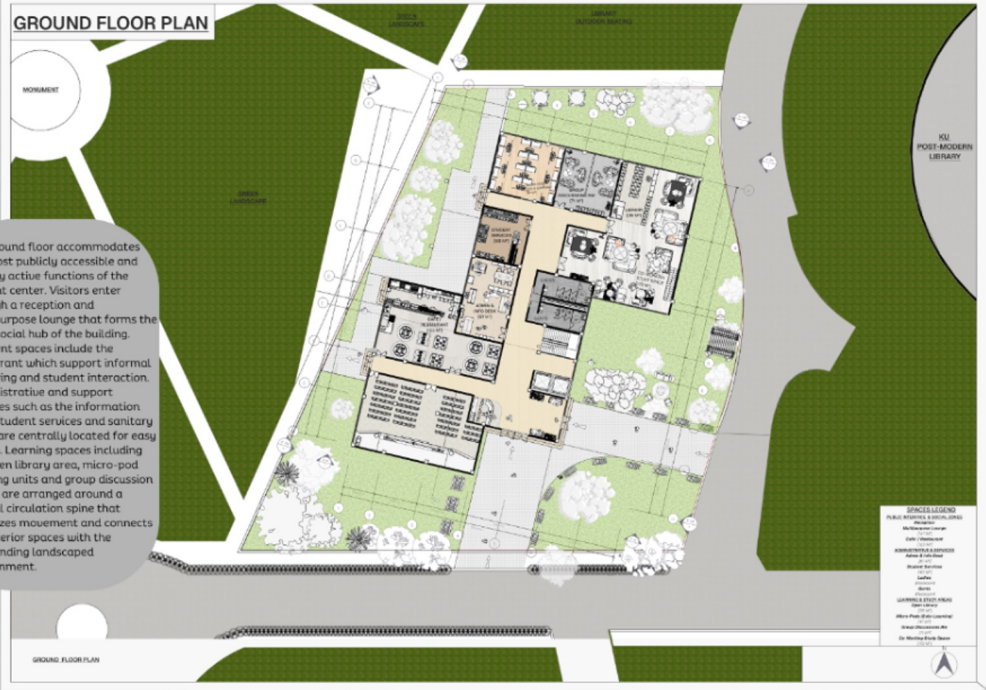
The site plan illustrates the location of the Student Centre within the Kenyatta University main campus, positioned adjacent to the Postmodern Library to strengthen the academic and social connectivity of the campus. The building responds to existing pedestrian circulation routes, allowing easy access from surrounding academic facilities. Landscaped green buffers, shaded seating areas and pedestrian walkways are integrated around the building to create transitional spaces for informal learning and social interaction.

FIRST FLOOR PLAN



The first floor accommodates recreation, innovation and collaborative learning spaces that encourage creativity and student engagement. Indoor and outdoor recreational areas such as table tennis, chess and gaming spaces provide opportunities for relaxation and social interaction. Specialized learning facilities including the media production laboratory and computer laboratory support digital creativity and technological exploration. A quiet study zone is also provided to balance the more active recreational areas, creating a flexible environment that supports both collaborative activity and focused academic work.

GROUND FLOOR PLAN



The ground floor accommodates the most publicly accessible and socially active functions of the student center. Visitors enter through a reception and multipurpose lounge that forms the main social hub of the building. Adjacent spaces include the restaurant which support informal gathering and student interaction. Administrative and support facilities such as the information desk, student services and sanitary areas are centrally located for easy access. Learning spaces including the open library area, micro-pod learning units and group discussion rooms are arranged around a central circulation spine that organizes movement and connects the interior spaces with the surrounding landscaped environment.

SECOND FLOOR PLAN

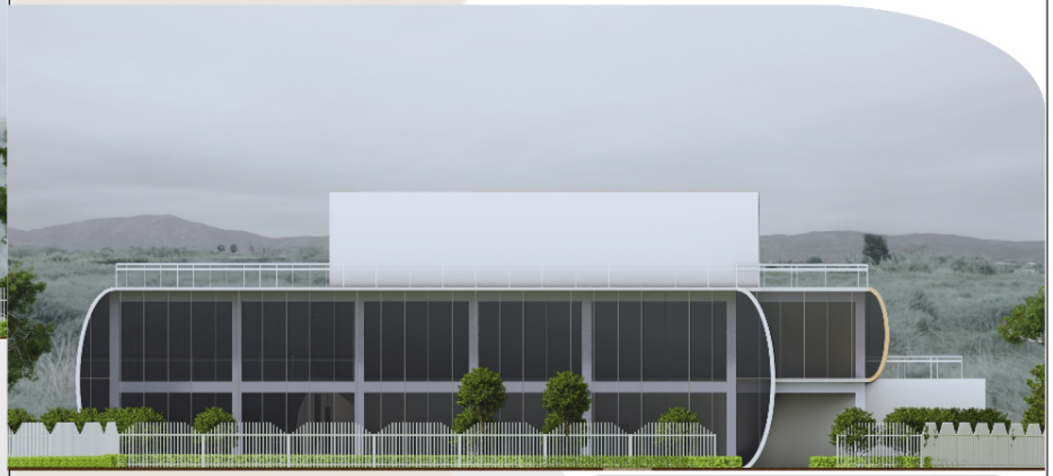


The second floor provides quieter spaces dedicated to wellness, personal development and focused learning. Facilities such as meditation rooms, wellness lounges and counseling spaces support students' mental wellbeing in a calm environment. Student support areas including the student advocate offices and meeting rooms are also located on this level. Outdoor terraces and landscaped seating areas extend the learning environment beyond the building, creating comfortable spaces for relaxation, informal study and social interaction.

ELEVATIONS



ELEVATION 01
The main entrance elevation emphasizes openness through a transparent glazed façade that visually connects interior social spaces with the campus. Curved framing elements soften the building form while clearly articulating the primary entrance.



ELEVATION 03
This elevation emphasizes the prominent double-volume space expressed through a tall glazed façade that enhances transparency and daylight penetration. The curved framing elements soften the building mass while highlighting the vertical spatial openness of the interior.

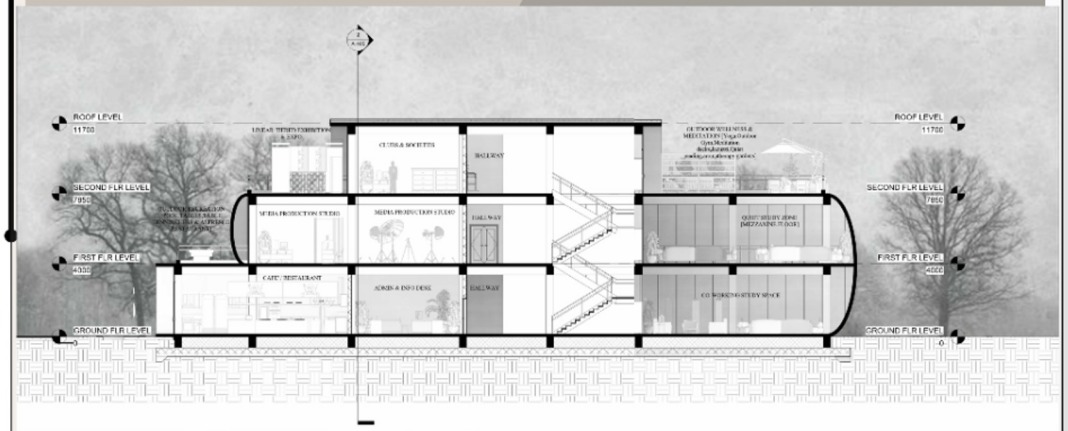


ELEVATION 02
This elevation expresses a rhythmic façade defined by vertical shading fins that regulate sunlight and create visual texture. The recessed ground level forms a sheltered transition zone that enhances pedestrian comfort.

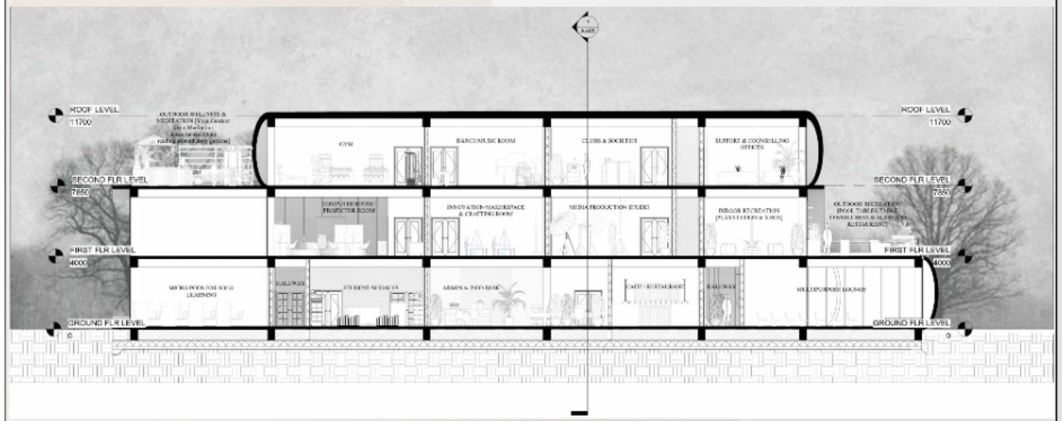


ELEVATION 04
This elevation faces the direction of the Post-Modern Library, establishing a visual dialogue with the surrounding academic environment. The layered composition contrasts a screened upper volume with a transparent base, while vertical fins provide shading and façade rhythm.

PRESENTATION SECTIONS



SECTION - 01

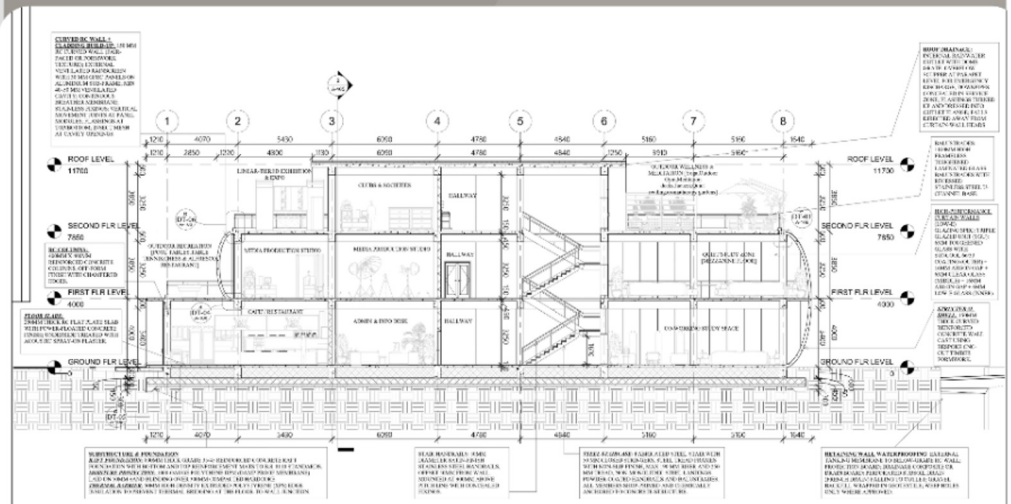


SECTION - 02

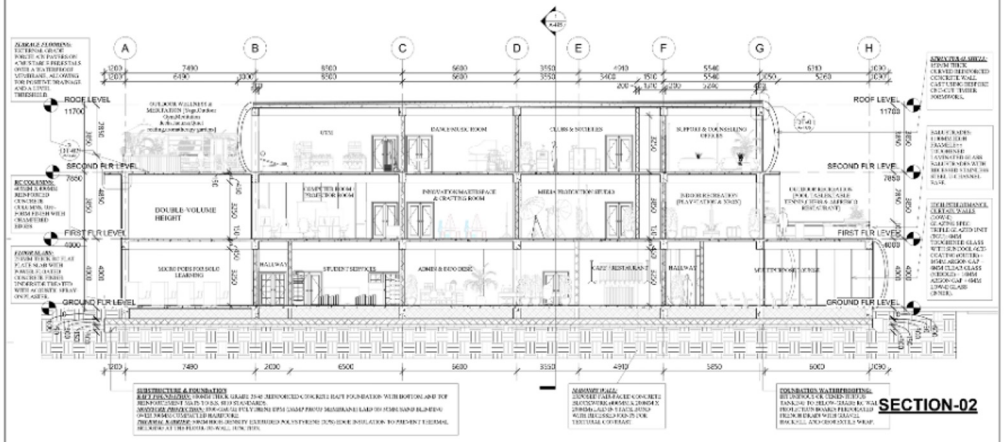


ISOMETRIC SECTION

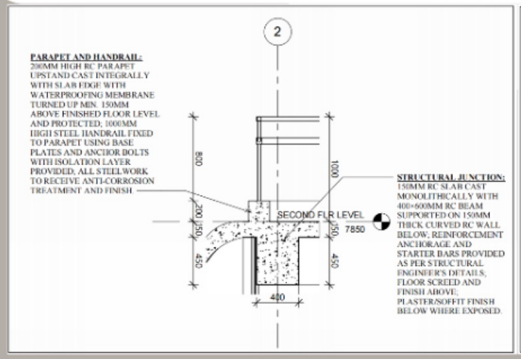
WORKING SECTIONS & DETAILS

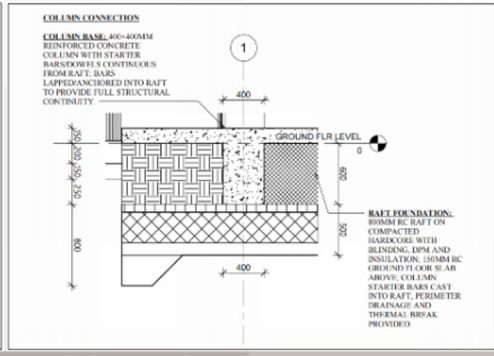


SECTION-01



SECTION-02





EXTERIOR 3Ds

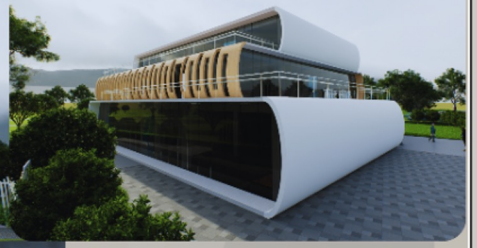






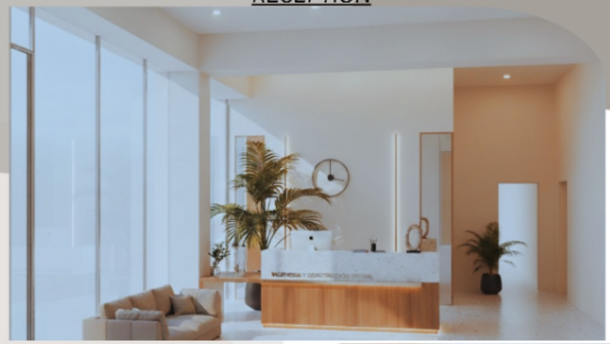




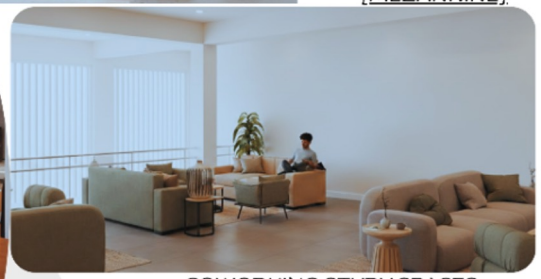


INTERIOR 3Ds

RECEPTION



QUIET STUDY [MEZANNINE]



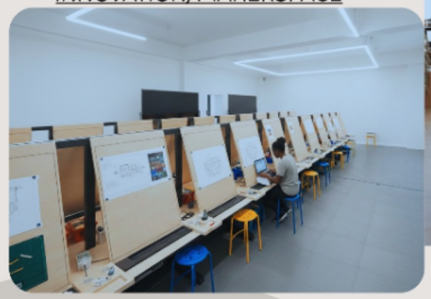
RESTAURANT



COWORKING STUDY SPACES



INNOVATION/MAKERSPACE



INDOOR RECREATION [PS/XBOX]



STUDENT ADVOCATE OFFICES



PORTFOLIO



BIO DATA

NAME: AHMED MWANGEMI POLE

INSTITUTION: KENYATTA UNIVERSITY

DEPARTMENT: ARCHITECTURE AND INTERIOR DESIGN (ENGINEERING AND ARCHITECTURE)

EMAIL: POLENDINHO7@GMAIL.COM

TELL NO: +254 705 114 456

BIOGRAPHY

ARCHITECTURE, TO ME, IS THE BALANCE BETWEEN ORDER AND CREATIVITY. WHERE IDEAS, PEOPLE, AND SPACES INTERSECT. AS A FOURTH-YEAR ARCHITECTURE STUDENT AT KENYATTA UNIVERSITY, I AM FASCINATED BY HOW THE BUILT ENVIRONMENT CAN SHAPE HUMAN INTERACTION AND URBAN LIFE.

MY JOURNEY INTO ARCHITECTURE BEGAN WITH A FASCINATION FOR HOW SPACES INFLUENCE HUMAN EXPERIENCE AND SHAPE COMMUNITIES. THIS CURIOSITY HAS GROWN INTO A COMMITMENT TO DESIGNING ENVIRONMENTS THAT ARE THOUGHTFUL, INNOVATIVE, AND RESPONSIVE TO THEIR CONTEXT.

THROUGHOUT MY ACADEMIC JOURNEY, I HAVE DEVELOPED SKILLS IN ARCHITECTURAL DESIGN, CONCEPTUAL THINKING, AND TECHNICAL DRAWING. MY TRAINING HAS EXPOSED ME TO A WIDE RANGE OF ARCHITECTURAL IDEAS, FROM URBAN DESIGN PRINCIPLES TO DETAILED BUILDING CONSTRUCTION. I PARTICULARLY ENJOY EXPLORING DESIGN CONCEPTS THAT BALANCE ORDER AND CREATIVITY WHILE RESPONDING TO ENVIRONMENTAL AND SOCIAL NEEDS

MY DESIGN APPROACH EXPLORES CLARITY OF FORM, SPATIAL EXPERIENCE, AND CONTEXT-DRIVEN SOLUTIONS. THROUGH ACADEMIC PROJECTS AND STUDIO EXPLORATIONS, I HAVE DEVELOPED AN INTEREST IN CONTEMPORARY URBAN DESIGN, SUSTAINABLE STRATEGIES, AND COMMUNITY-CENTERED SPACES.
I SEE ARCHITECTURE AS A CONTINUOUS LEARNING JOURNEY. I ASPIRE TO GROW AS A DESIGNER WHO CREATES MEANINGFUL SPACES THAT ARE INNOVATIVE, RESPONSIVE, AND ENRICHING TO THE COMMUNITIES THEY SERVE

MINDS IN MOTION

ABOUT PROJECT?

THE STUDENT HUB IS ENVISIONED AS A DYNAMIC CONVERGENCE POINT WHERE RECREATION, LEARNING, AND WELLNESS INTERSECT.
LOCATED WITHIN KENYATTA UNIVERSITY, THE PROJECT CREATES A VIBRANT ENVIRONMENT THAT NURTURES STUDENT INTERACTION, CREATIVITY, AND PERSONAL WELL-BEING. THROUGH FLEXIBLE SPACES FOR STUDY, SOCIAL ENGAGEMENT, AND RELAXATION, THE DESIGN PROMOTES A HOLISTIC STUDENT EXPERIENCE THAT BALANCES PRODUCTIVITY WITH LEISURE.







FEATURED PROJECT



CONCEPT DEVOPMENT

DESIGN CONCEPT:
ORDER AND CHAOS

HOW THE PHILOSOPHICAL CONCEPT RELATES TO A STUDENT CENTER

IN THE CONTEXT OF A STUDENT CENTER, THE IDEA OF ORDER AND CHAOS BECOMES A METAPHOR FOR STUDENT LIFE ITSELF. A CONSTANT NEGOTIATION BETWEEN STRUCTURE (ACADEMICS, RESPONSIBILITIES, PERSONAL GROWTH) AND THE UNPREDICTABLE, EXPRESSIVE ENERGY OF YOUTH (CREATIVITY, SOCIAL INTERACTION, EXPLORATION).

INTERSECTIONS OF LINES = INTERSECTIONS OF STUDENT PATHS

THE DYNAMIC, INTERSECTING LINES IN THE SKETCH SYMBOLIZE THE MANY JOURNEYS, BACKGROUNDS, AND PERSONAL TRAJECTORIES CONVERGING WITHIN THE STUDENT CENTER. JUST AS THE LINES MOVE IN DIFFERENT DIRECTIONS YET MEET MEANINGFULLY, STUDENTS FROM DIVERSE CULTURES, DISCIPLINES, AND EXPERIENCES CROSS PATHS, EXCHANGE IDEAS, AND FORM COMMUNITY.

THE CIRCLE = A CORE OF BELONGING

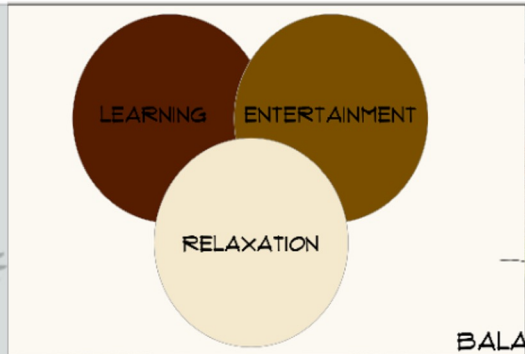
THE CIRCULAR FORM REPRESENTS WHOLENESS, CONTINUITY, AND TIME. MIRRORING THE STUDENT CENTER'S ROLE AS A CENTRAL ANCHOR ON CAMPUS. IT BECOMES A SYMBOL OF INCLUSIVITY AND SHARED IDENTITY: A PLACE WHERE EVERYONE BELONGS, REGARDLESS OF THEIR DIRECTION OR PACE IN LIFE.

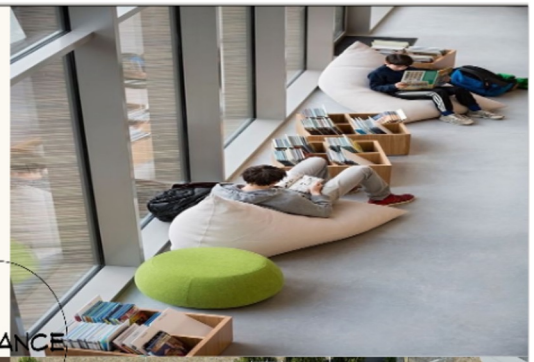
CHAOS SEEKING ORDER = THE RHYTHM OF STUDENT LIFE

THE SKETCH'S TENSION BETWEEN MOVEMENT AND STABILITY REFLECTS THE NATURE OF STUDENT ENVIRONMENTS: BUZZING WITH ACTIVITY YET GROUNDED BY SPACES FOR STUDY, REFLECTION, AND COLLABORATION. THIS BALANCE MIRRORS HOW A STUDENT CENTER SUPPORTS BOTH THE STRUCTURED NEEDS (STUDY ZONES, OFFICES, SERVICES) AND THE UNSTRUCTURED ONES (LOUNGES, SOCIAL SPACES, EVENTS).

ARCHITECTURE BETWEEN LOGIC AND EMOTION

A STUDENT CENTER MUST BE FUNCTIONAL (LOGIC) BUT ALSO INSPIRING (EMOTION). YOUR CONCEPT EXISTING BETWEEN THE TANGIBLE AND THE IMAGINED ALIGNS PERFECTLY WITH A SPACE THAT MUST MOTIVATE, COMFORT, ENGAGE, AND SUPPORT STUDENTS EMOTIONALLY AS WELL AS ACADEMICALLY.





BALANCE





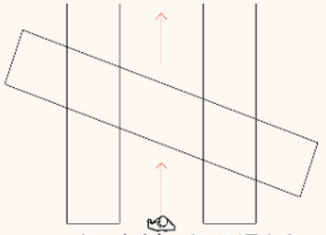
FORM AND MASS DEVELOPMENT



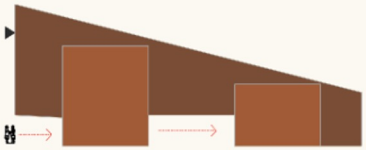
STUDENT PATHS

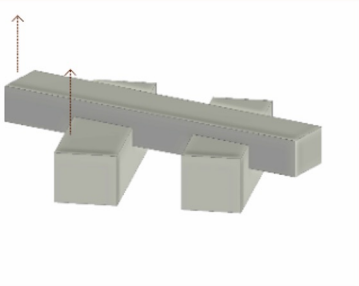


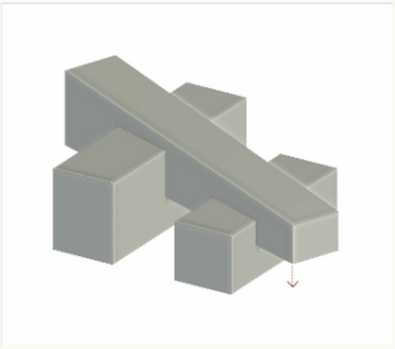
ABSTRACT FORM

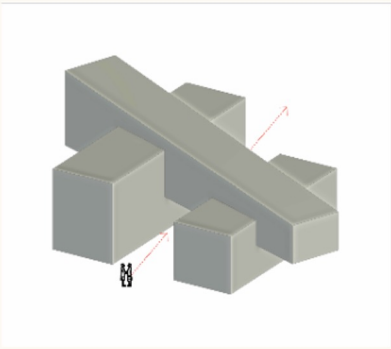


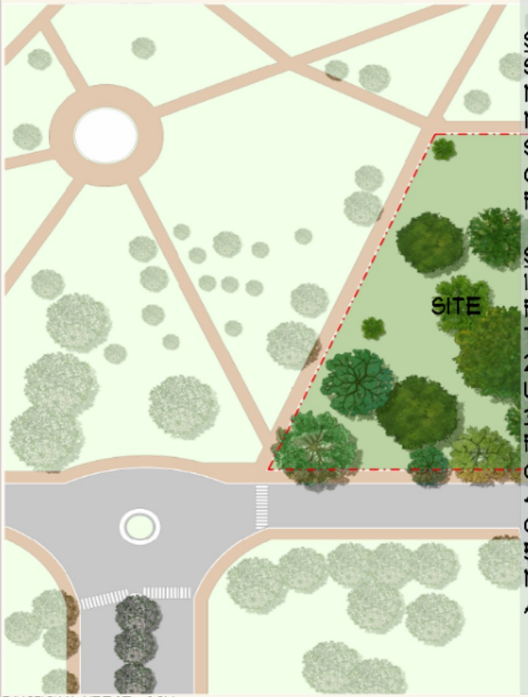
FINAL FORM











SITE SELECTION

SITE LOCATION: KENYATTA UNIVERSITY MAIN CAMPUS NEXT TO THE POST MODERN LIBRARY
SITE SIZE: APPROXIMATELY 3000 SQM
CLIENT: KENYATTA UNIVERSITY
PROJECT: STUDENT HUB

SITE JUSTIFICATION

1.IT IS STRATEGICALLY LOCATED AT A PLACE WITH HIGH PEDESTRIAN TRAFFIC AROUND CAMPUS
2.IT HAS A GENERALLY FLAT TERRAIN WITH DEFINED DRAINAGE
3.THE SITE IS HIGHLY VISIBLE ALONG PEDESTRIAN AND VEHICULAR CORRIDORS
4.IT HAS ONE OF THE BEST VIEWS ON CAMPUS
5.ITS PROXIMITY TO THE POST MODERN LIBRARY MAKES IT EASILY ACCESSIBLE FOR ALL FACULTIES

ACCESS GRADIENT

- RECEPTION AND INFO DESK
- OUTDOOR AMPHITHEATRE
- WAITING AREA
- CAFE
- MULTIPURPOSE LOUNGE
- EXHIBITION
- WASHROOMS
- RECREATION
- INNOVATION SPACE
- DIGITAL HUB
- CO-WORKING SPACE
- FIRST AID
- WELLNESS ROOM
- STUDENT SERVICES
- DISCUSSION ROOMS
- PRAYER ROOM
- QUIET STUDY ZONE
- ADMINISTRATIVE OFFICE
- COUNSELLING ROOMS
- STORAGE

VIEW GRADIENT

- OUTDOOR AMPHITHEATRE
- EXHIBITION
- RECREATION
- RECEPTION AND INFO DESK
- WAITING AREA
- CAFE
- MULTIPURPOSE LOUNGE
- INNOVATION SPACE
- CO-WORKING SPACE
- QUIET STUDY ZONE
- DIGITAL HUB
- DISCUSSION ROOMS
- FIRST AID
- WELLNESS ROOM
- STUDENT SERVICES
- ADMINISTRATIVE OFFICE
- PRAYER ROOM
- COUNSELLING ROOMS
- WASHROOMS
- STORAGE

PRIVACY GRADIENT

- OUTDOOR AMPHITHEATRE
- EXHIBITION
- WAITING AREA
- RECEPTION AND INFO DESK
- CAFE
- MULTIPURPOSE LOUNGE
- RECREATION
- INNOVATION SPACE
- CO-WORKING SPACE
- DIGITAL HUB
- STORAGE
- FIRST AID
- WELLNESS ROOM
- ADMINISTRATIVE OFFICE
- STUDENT SERVICES
- DISCUSSION ROOMS
- PRAYER ROOM
- QUIET STUDY ZONE
- WASHROOMS
- COUNSELLING ROOMS

NOISE GRADIENT

- RECEPTION AND INFO DESK
- OUTDOOR AMPHITHEATRE
- RECREATION
- MULTIPURPOSE LOUNGE
- CAFE
- WAITING AREA
- EXHIBITION
- INNOVATION SPACE
- CO-WORKING SPACE
- DIGITAL HUB
- DISCUSSION ROOMS
- FIRST AID
- WELLNESS ROOM
- WASHROOMS
- STUDENT SERVICES
- ADMINISTRATIVE OFFICE
- PRAYER ROOM
- STORAGE
- QUIET STUDY ZONE
- COUNSELLING ROOMS

VOLUME ANALYSIS

FUNCTIONAL LIBRARY SQM

SERVICE SPACES

- RECEPTION AND INFO DESK 30
- WAITING AREA 20
- STUDENT SERVICES 30
- STORAGE 15
- WASHROOMS 90(30X3)
- ADMINISTRATIVE OFFICE 20

SOCIAL SPACES

- MULTIPURPOSE LOUNGE 120
- CAFE 100
- EXHIBITION 40
- OUTDOOR AMPHITHEATRE 150
- RECREATION 80

STUDY SPACES

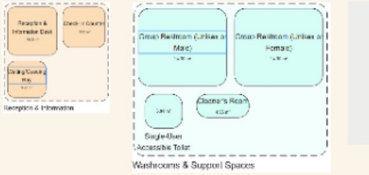
- CO-WORKING SPACE 100
- DISCUSSION ROOMS 60(30X2)
- QUIET STUDY ZONE 40
- DIGITAL HUB 60
- INNOVATION SPACE 80

WELLNESS SPACES

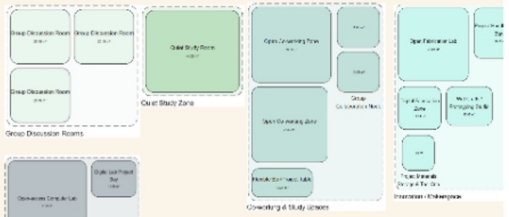
- WELLNESS ROOM 30
- COUNSELLING ROOMS 40
- PRAYER ROOM 30
- FIRST AID 15

TOTAL 1000

AREA ANALYSIS



SERVICE SPACES

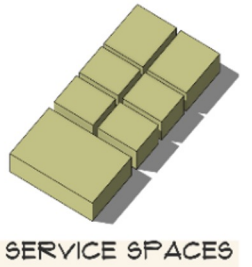


STUDY SPACES

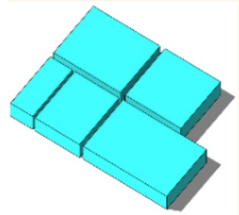


SOCIAL SPACES

WELLNESS SPACES



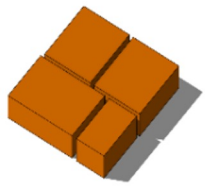
SERVICE SPACES



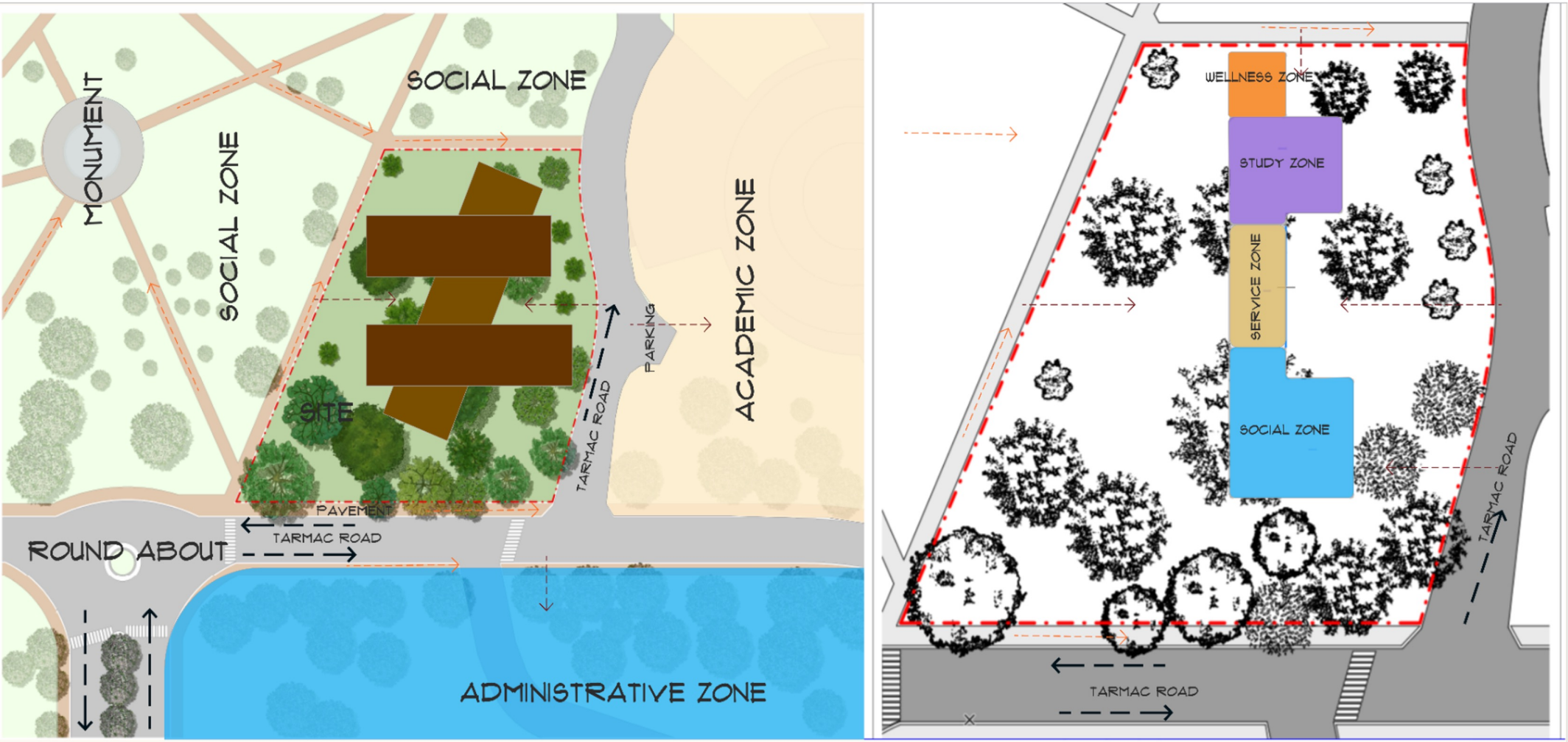
SOCIAL SPACES



STUDY SPACES



WELLNESS SPACES


MONUMENT
SOCIAL ZONE
SOCIAL ZONE
SITE
PARKING
ACADEMIC ZONE
TARMAC ROAD
PAVEMENT
TARMAC ROAD
ROUND ABOUT
ADMINISTRATIVE ZONE
WELLNESS ZONE
STUDY ZONE
SERVICE ZONE
SOCIAL ZONE
TARMAC ROAD
TARMAC ROAD
PEDESTRIAN ACCESS
ENTRANCE
VEGETATION
VEHICULAR ACCESS
SITE BOUNDARY
BUILDING BLOCK

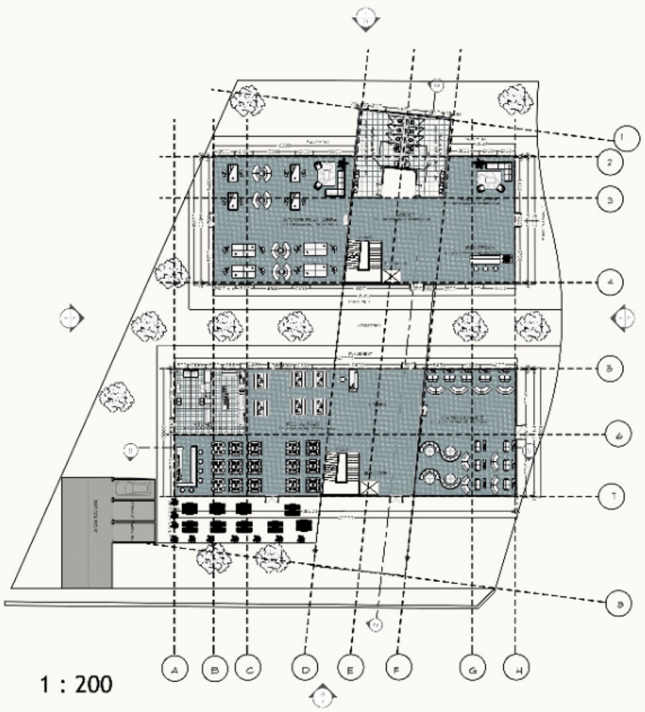
ABOUT PROJECT?

THE RELATIONSHIP BETWEEN RECREATIONAL, EDUCATIONAL, AND WELLNESS SPACES IN A STUDENT HUB IS BASED ON CREATING A BALANCED AND SUPPORTIVE ENVIRONMENT FOR STUDENTS. EDUCATIONAL SPACES PROVIDE AREAS FOR LEARNING, COLLABORATION, AND INTELLECTUAL GROWTH, WHILE RECREATIONAL SPACES ENCOURAGE SOCIAL INTERACTION, RELAXATION, AND ENTERTAINMENT. WELLNESS SPACES COMPLEMENT THESE FUNCTIONS BY OFFERING CALM ENVIRONMENTS THAT SUPPORT MENTAL AND PHYSICAL WELL-BEING. WHEN CAREFULLY INTEGRATED, THESE SPACES CREATE A HOLISTIC SETTING WHERE STUDENTS CAN LEARN, RELAX, SOCIALIZE, AND RECHARGE, FOSTERING PRODUCTIVITY, CREATIVITY, AND OVERALL WELL-BEING WITHIN THE CAMPUS COMMUNITY.



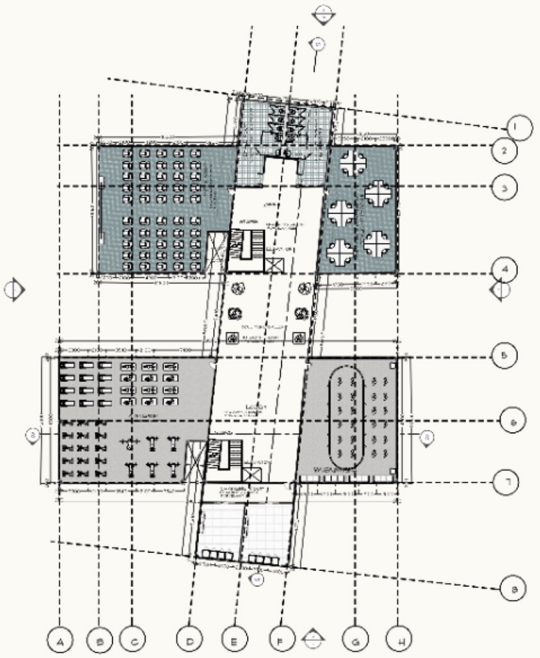






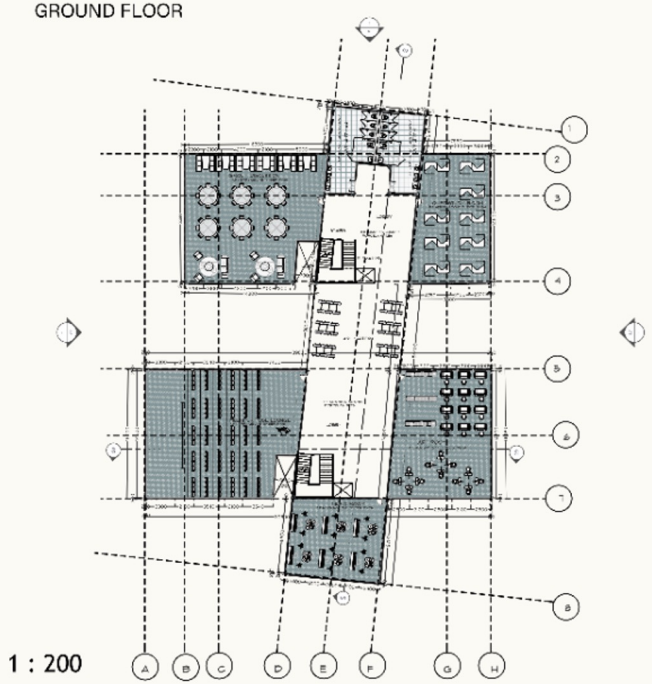
1 : 200

GROUND FLOOR



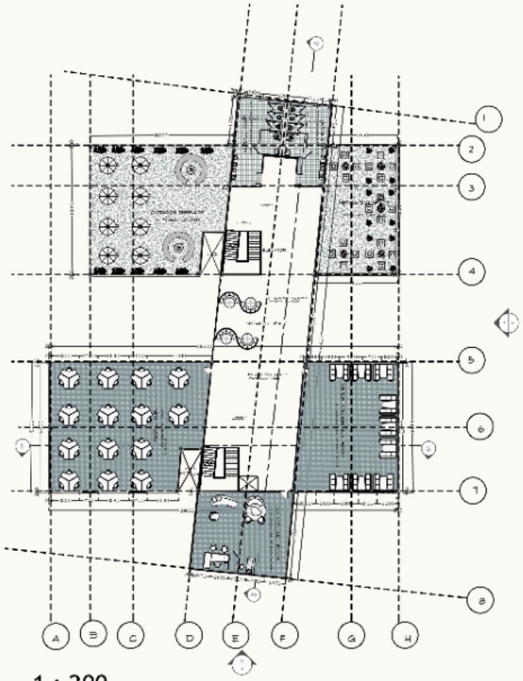
1 : 200

SECOND FLOOR



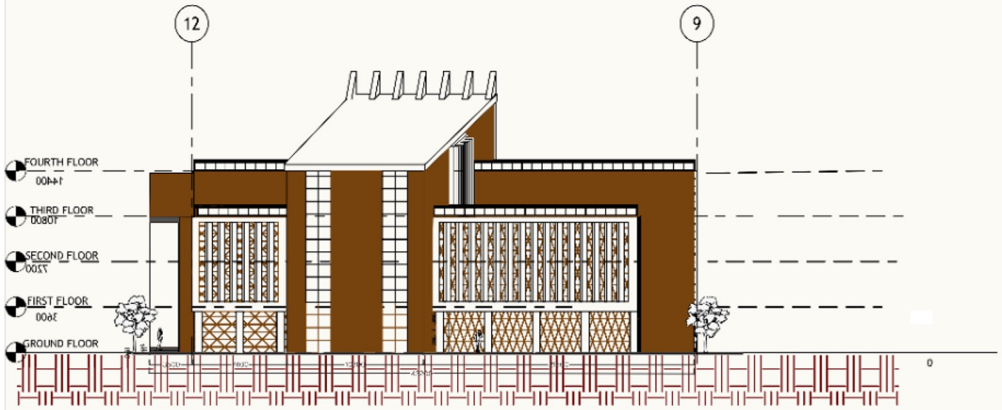
1 : 200

FIRST FLOOR

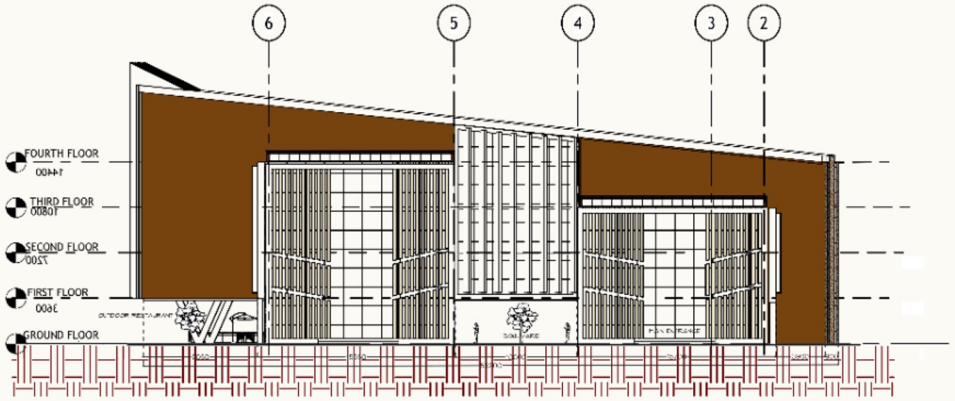


1 : 200

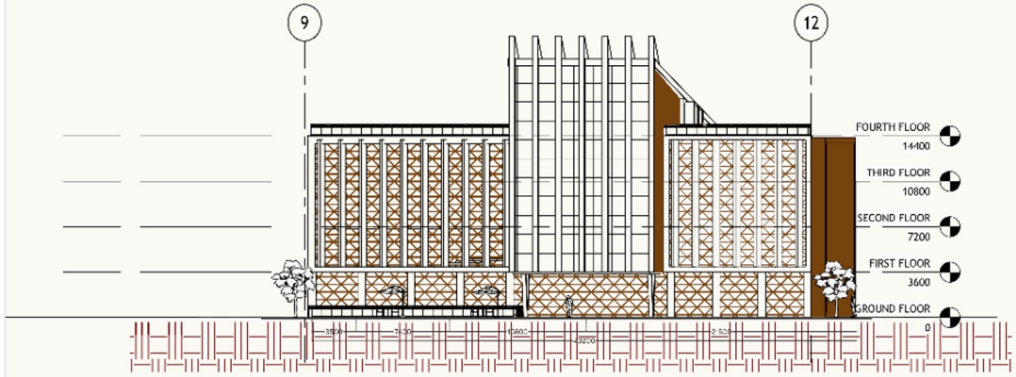
THIRD FLOOR



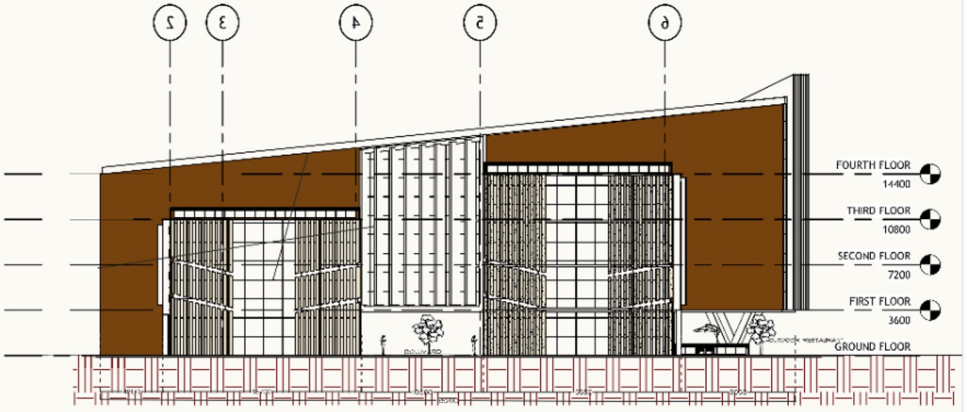
2 North Elevation
1 : 200



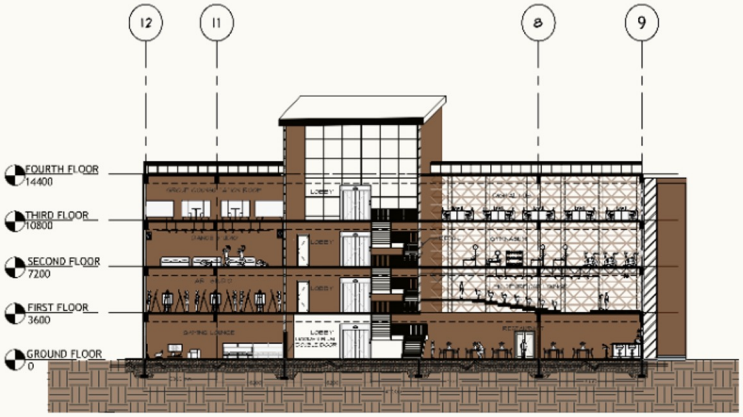
1 East Elevation
1 : 200



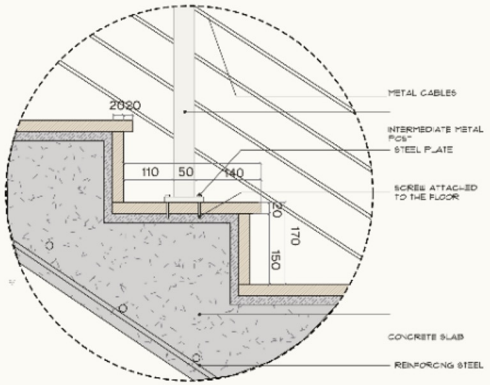
3 South Elevation
1 : 200



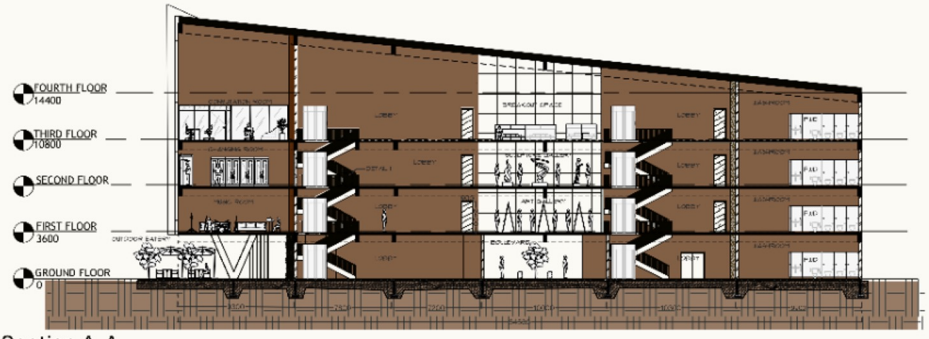
4 West Elevation
1 : 200



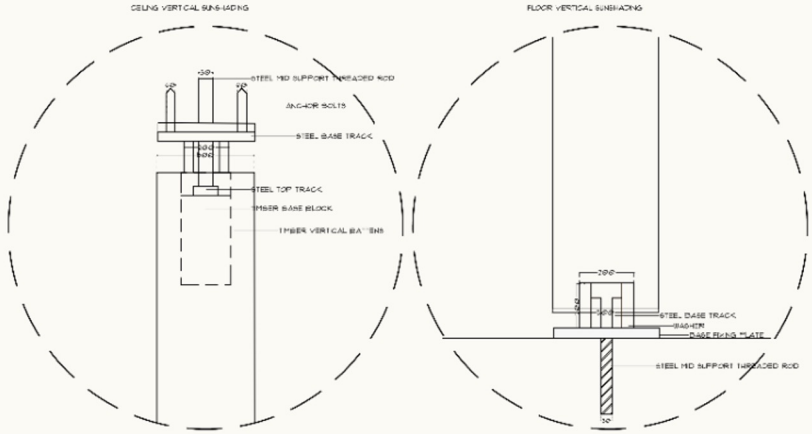
Section B-B
1 : 200



D 1.0 STEP DETAIL
SCALE 1:20



Section A-A
1 : 200



D 1.1 VERTICLE SUNSHADING DETAIL
SCALE 1:20

MINDS IN MOTION - THE CATALYST.





Kennedy Kamau Nyururu

kamaukennedy004@gmail.com

Kennedy Kamau Nyururu is a student architect pursuing a Bachelor of Architecture at Kenyatta University. His focus is on developing strong conceptual ideas and translating them into functional architectural spaces. He possess strong spatial design skills, with a particular ability to plan, organize and articulate spaces effectively within diverse constraints.

Through his internships at MMS Atelier and Sketch Studio, he moved beyond the classroom to engage with professional workflows and project-based problem solving. His goal is to grow into a well-rounded professional who crafts architecture that resonates with its end users, contributing meaningfully to the built environment through design that is thoughtful, responsible and innovative.



SITE PLAN 1:500

BRIEF ANALYSIS

ACCESS GRADIENT (MOST ACCESSIBLE → ACCESSIBLE → ACCESSIBLE → LEAST ACCESSIBLE)

- Reception and Info Desk
- Outdoor Amphitheatre
- Waiting Area
- Cafe
- Multipurpose Lounge
- Exhibition
- Washrooms
- Recreation
- Innovation Space
- Digital Hub
- Co-working Space
- First Aid
- Wellness Room
- Student Services
- Discussion Rooms
- Prayer Room
- Quiet Study Zone
- Administrative Office
- Counselling Rooms
- Storage

VIEW GRADIENT (BEST VIEW → VIEW → VIEW → LEAST VIEW)

- Outdoor Amphitheatre
- Exhibition
- Recreation
- Reception and Info Desk
- Waiting Area
- Cafe
- Multipurpose Lounge
- Innovation Space
- Co-working Space
- Quiet Study Zone
- Digital Hub
- Discussion Rooms
- First Aid
- Wellness Room
- Student Services
- Administrative Office
- Prayer Room
- Counselling Rooms
- Washrooms
- Storage

NOISE GRADIENT (LOUDEST → LOUD → QUIET → MOST QUIET)

- Reception and Info Desk
- Outdoor Amphitheatre
- Recreation
- Multipurpose Lounge
- Cafe
- Waiting Area
- Exhibition
- Innovation Space
- Co-working Space
- Digital Hub
- Discussion Rooms
- First Aid
- Wellness Room
- Washrooms
- Student Services
- Administrative Office
- Prayer Room
- Storage
- Quiet Study Zone
- Counselling Rooms

PRIVACY GRADIENT (MOST PUBLIC → PUBLIC → PUBLIC → LEAST PUBLIC)

- Outdoor Amphitheatre
- Exhibition
- Waiting Area
- Reception and Info Desk
- Cafe
- Multipurpose Lounge
- Recreation
- Innovation Space
- Co-working Space
- Digital Hub
- Storage
- First Aid
- Wellness Room
- Administrative Office
- Student Services
- Discussion Rooms
- Prayer Room
- Quiet Study Zone
- Washrooms
- Counselling Rooms

SITE SELECTION

The proposed site is located at Kenyatta University, Main Campus along Thika Road in Nairobi County. The site covers an area of 2833m2. The site is situated Next to the Post-Modern Library across from the Central Administration Complex compound.

SITE JUSTIFICATION

Accessibility: The site is directly accessible from Thika Road through the University's main gate along a tarmacked road and is serviced by cabro and paved roads.

It has multiple access points with two vehicular entrances on the south and east and two pedestrian paths on the north and west.

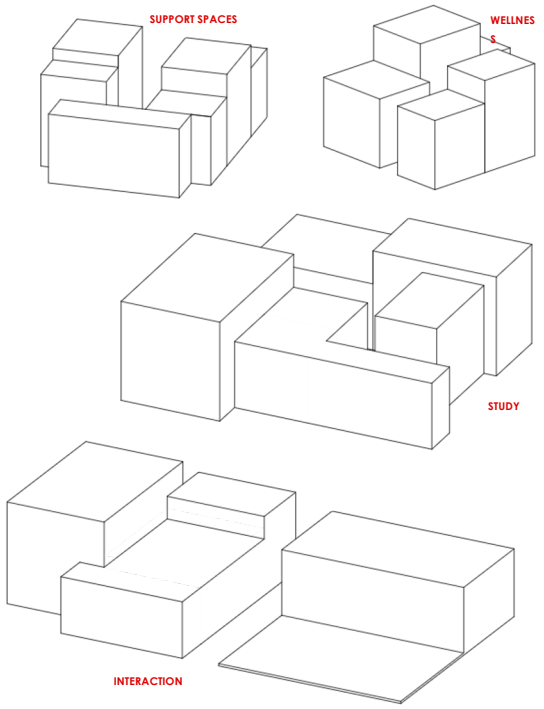
Proximity to important campus activities: The site is located next to the Post-Modern Library and the Central Administration Complex and is close to the campus main gate and Gate D.

There are a lot of students who use the routes close to the site which allows us to easily reach our clients.

Favorable site conditions: The site is relatively flat with plenty of vegetation and good drainage.

FUNCTIONAL LIBRARY	SQM	
Reception and Info Desk	30	
Waiting Area	20	
Student Services	30	SUPPORT SPACES
Storage	15	
Washrooms	90(30x3)	
	20	
Administrative Office	120	
Multipurpose Lounge	100 40	
Café Exhibition Outdoor Amphitheatre Recreation	150 80	INTERACTION
Co-working Space	100	
Discussion Rooms	60(30x2)	
Quiet Study Zone	40	STUDY
Digital Hub	60	
Innovation Space	80	
Wellness Room	30	
Counselling Rooms	40	WELLNESS
Prayer Room	30	
First Aid	15	
TOTAL	1000 +150 (Outdoor)	





THE CATALYST

The Student Hub is a catalyst for transformation - a space that ignites creativity, inclusivity and well-being within Kenyatta University. It sparks interactions that go beyond classrooms, accelerates collaboration and fosters student identity.
Like a true catalyst, the hub does not replace existing systems but enhances and energizes them, ensuring that the academic journey is balanced with wellness, culture and innovation.

1. FORM (Metaphor of a spark)

a. Central courtyard
Acts the spark point.

b. Radiating zones
Study, Interaction, Support, Wellness - like energy ripples Outward

c. Dynamic geometry and bold patterns
Suggests movement and change.

2. FUNCTION

a. Creative Ignition
Flexible studios for art, crafts and music.

b. Wellness and Focus
Quiet nooks and study pods.

c. Identity and Student Voice
Exhibition and performance areas.

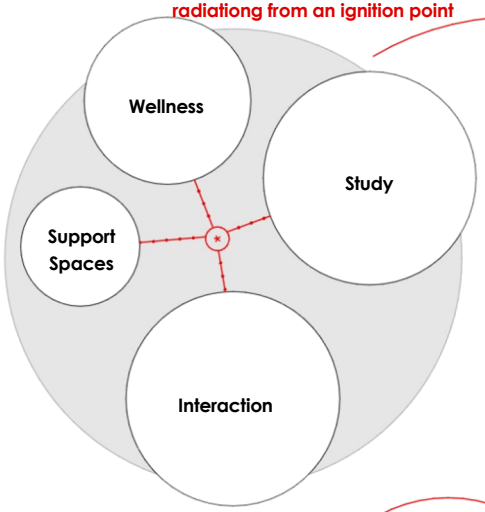
d. Physical Wellbeing
Wellness and recreation zones.

e. Social Catalyst for Connection
Informal lounges and refreshment points.

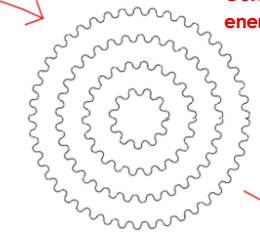
3. FEELING (atmosphere)

a. Energy
Vibrant, colorful accents

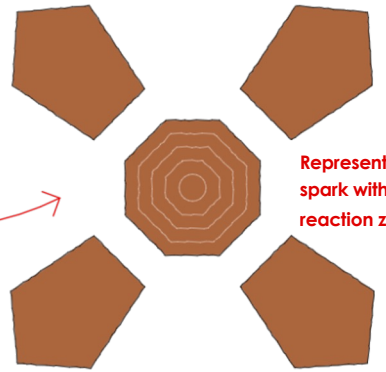
b. Wellness balance
Natural light and greenery



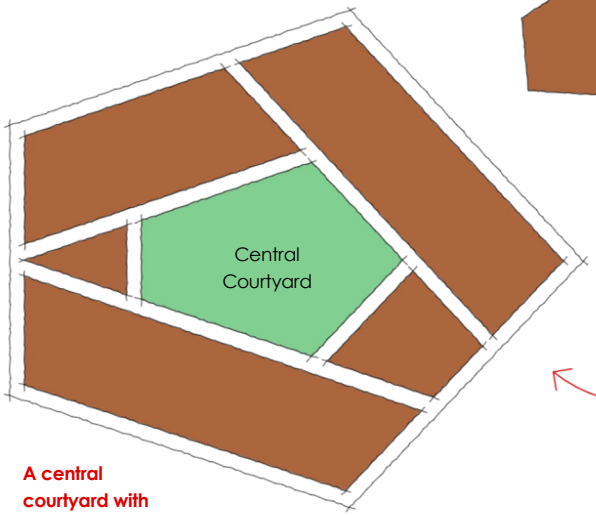
The core functions of student life radiationg from an ignition point



Outward moving energy ripples

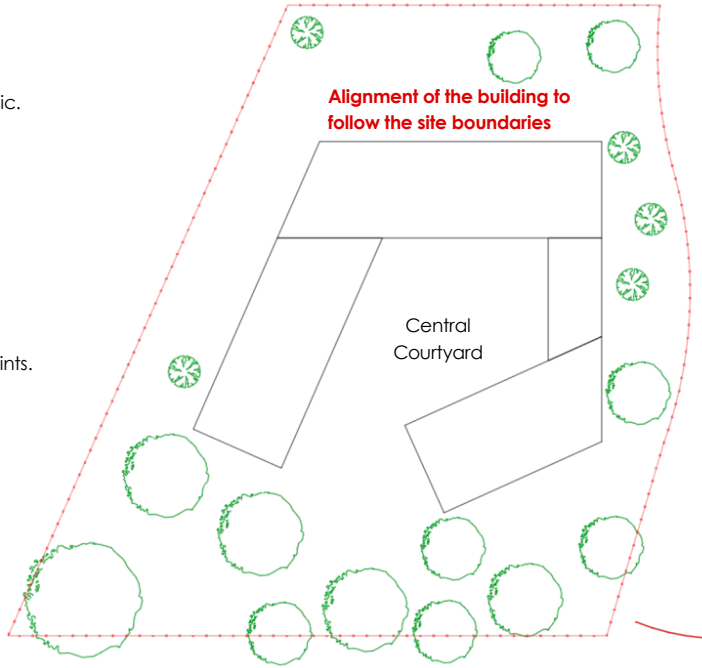


Representation of a spark with a central reaction zone

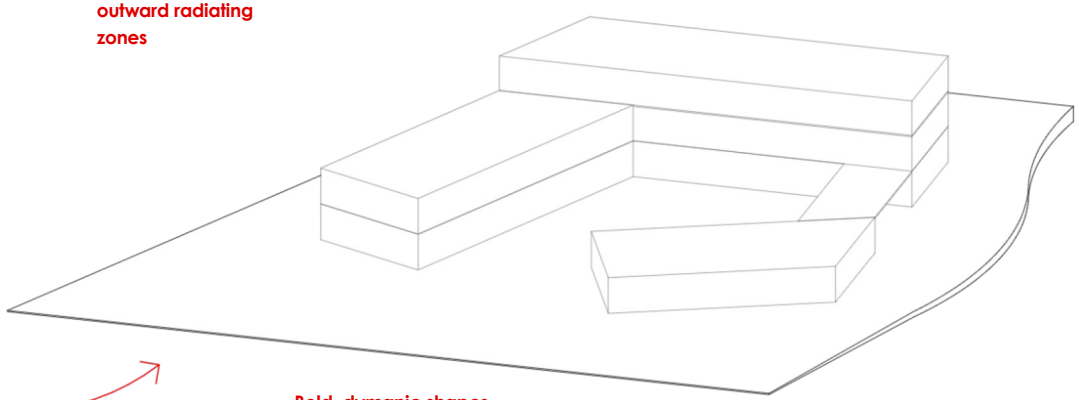


Inspiration from the shape of a shard

A central courtyard with outward radiating zones

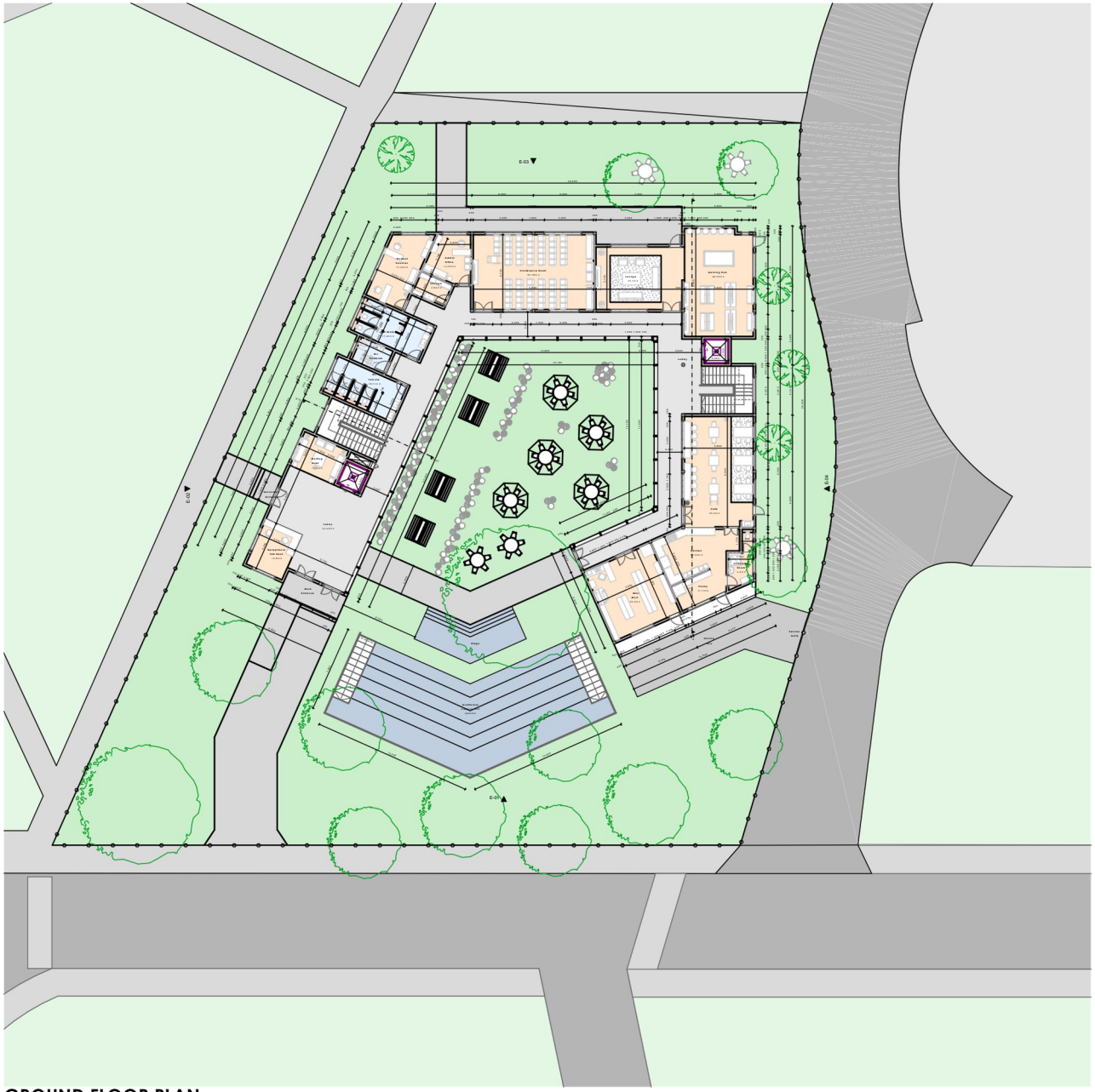


Alignment of the building to follow the site boundaries



Bold, dymanic shapes to represent change and movement

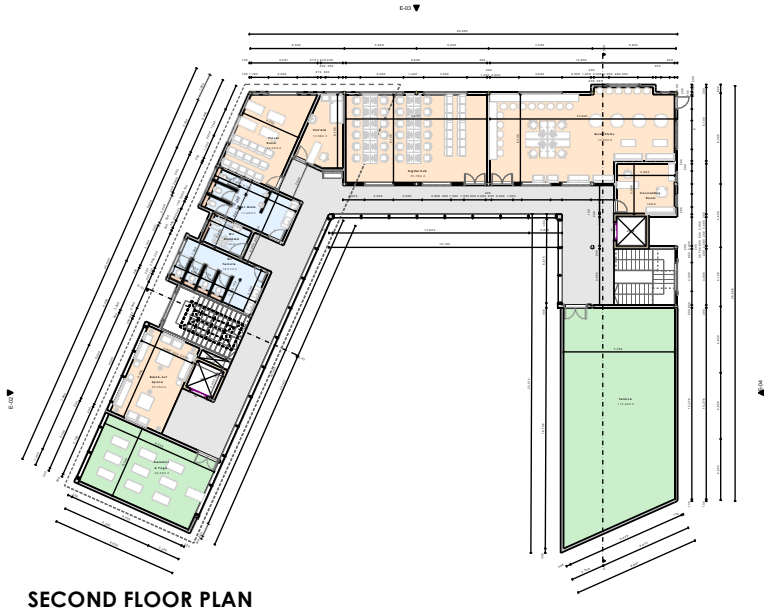
PLANS



GROUND FLOOR PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN

ELEVATIONS



ELEVATION 01



ELEVATION 02

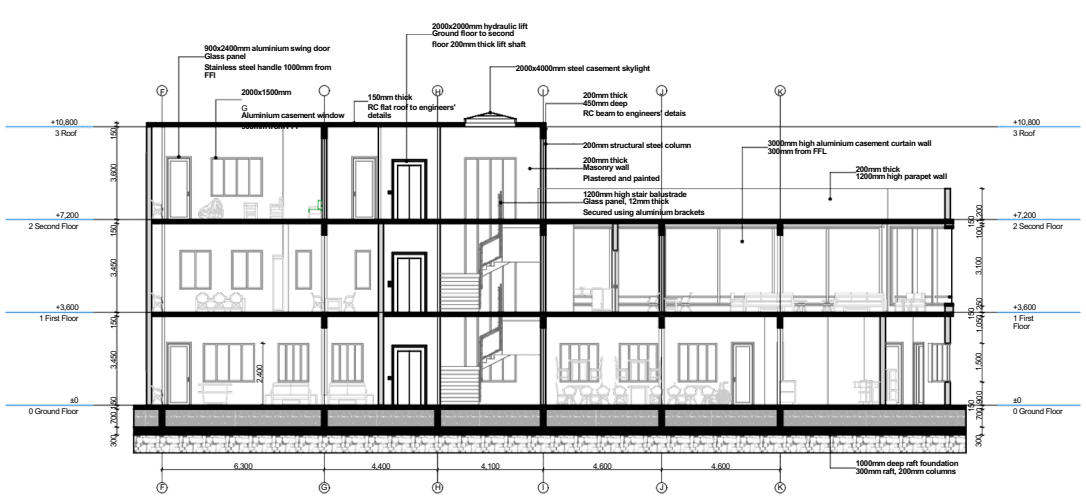


ELEVATION 03

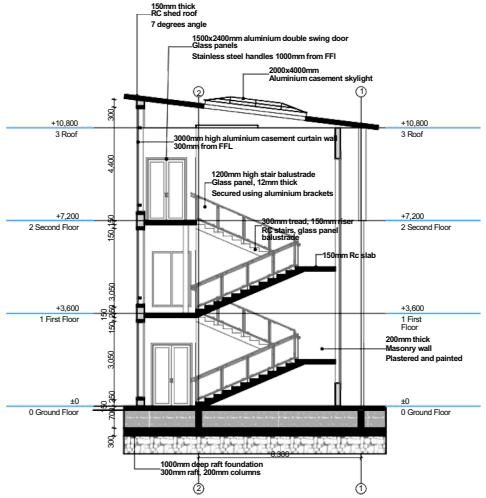


ELEVATION 04

SECTIONS, DETAILS & WORKING DRAWINGS



SECTION 01 1:100



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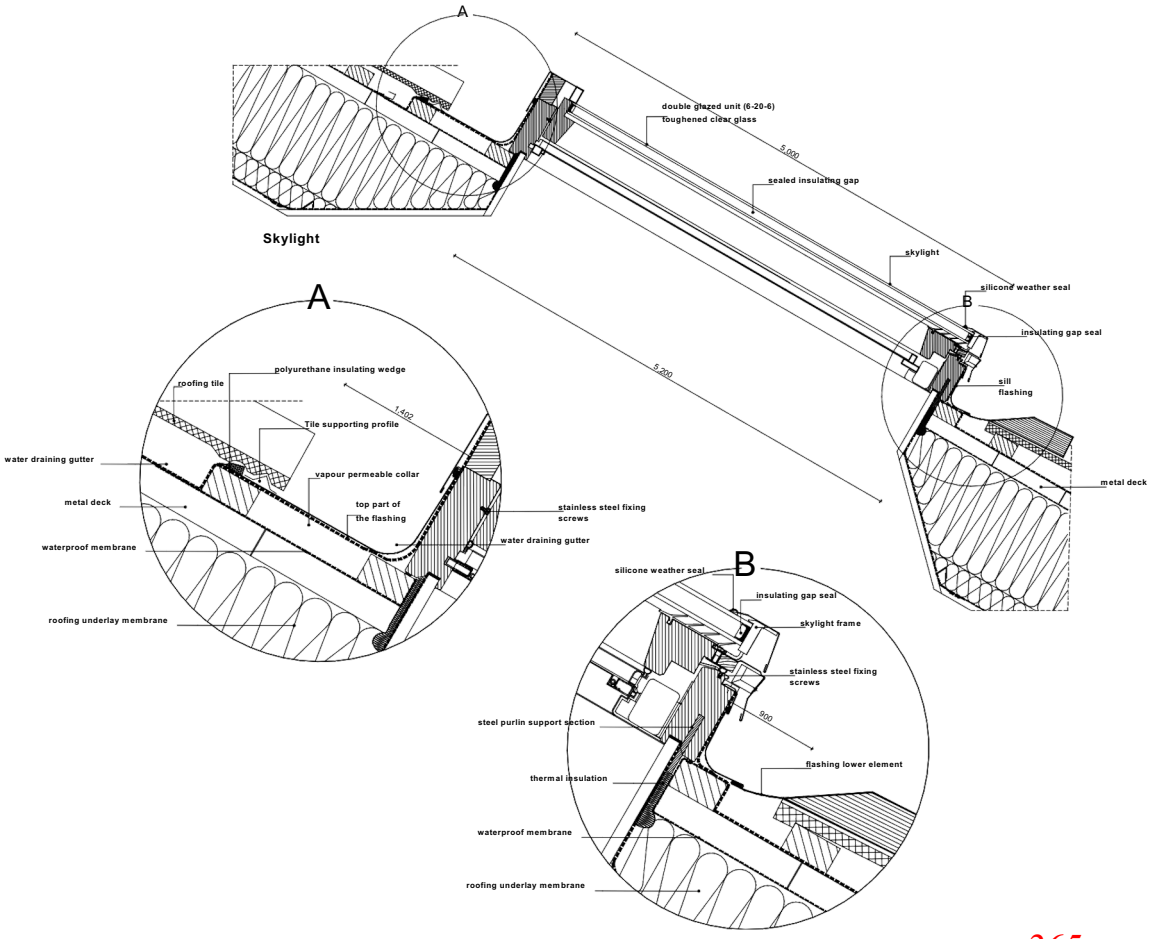
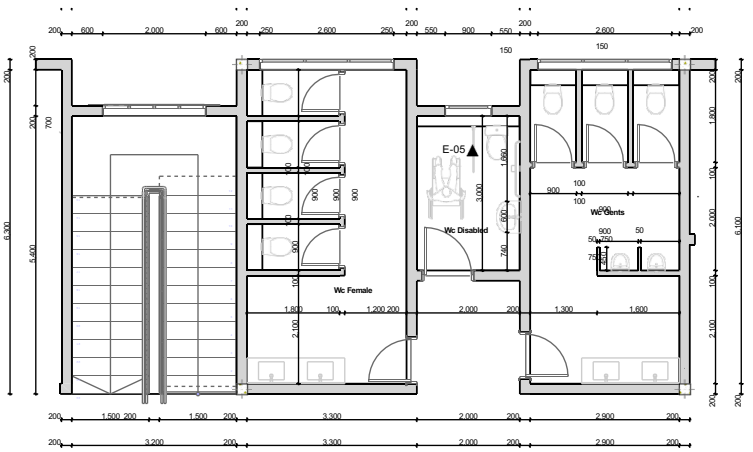
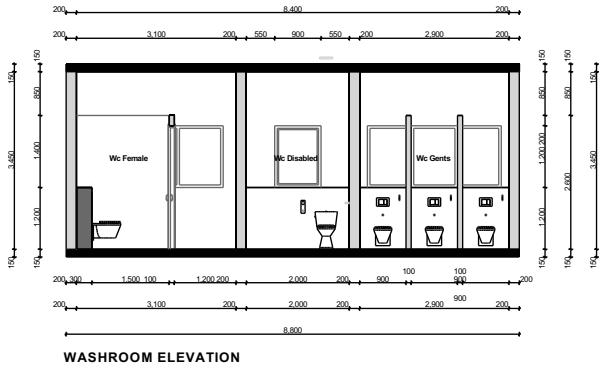




WASHROOM PLAN



WASHROOM ELEVATION

3DS











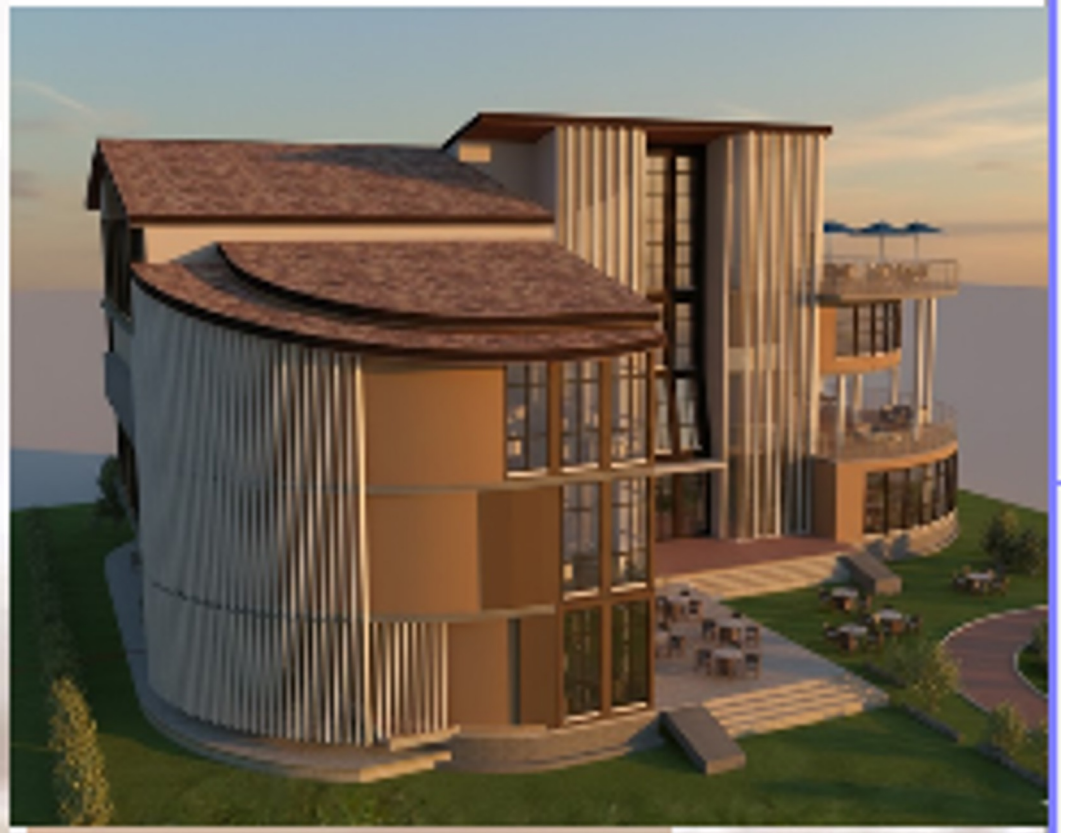
NAME: Amina Mohamed Hassan

INSTITUTION : Department of Architecture & Interior Design (DAID), Faculty of Engineering and Architecture (SEA), Kenyatta University (KU).

EMAIL ADDRESS: aminomah0012@gmail.com

BIOGRAPHY

Amina Mohamed is a fourth-year architecture student at Kenyatta University. My work seeks to achieve sustainable, functional, and aesthetically pleasing spaces that embrace the surrounding environment. /gained necessary practical experience at U Design Architects & Interior Designers, where she worked with licensed practicing architects. Through this experience,I developed the technical skills required in the profession. Outside her studies, she loves cooking and experimenting with new recipes.Cooking helps me relax and express creativity, just like architecture does in my academic life.





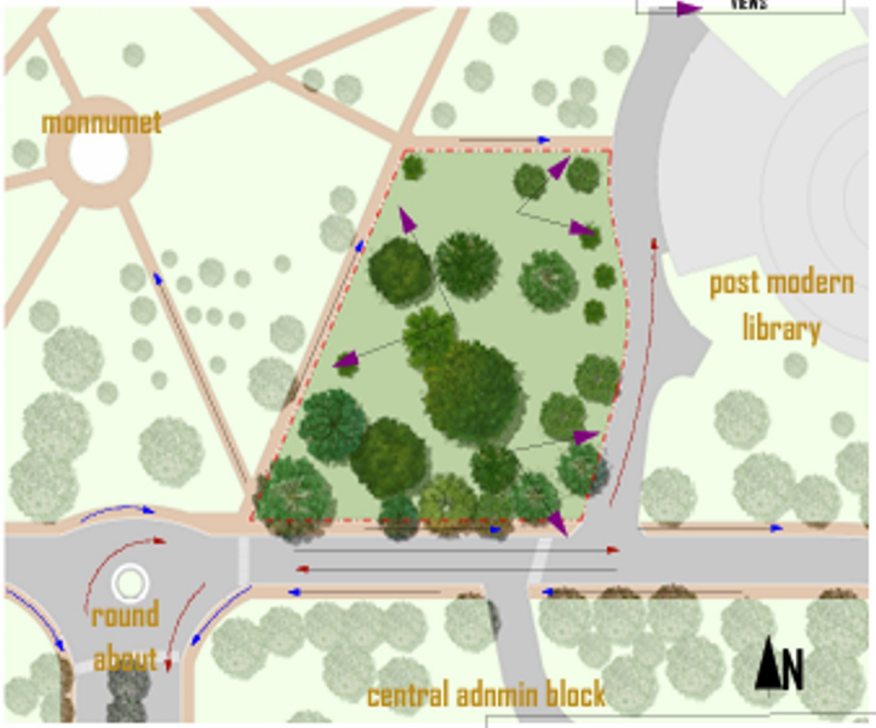
DESIGN BRIEF

SITE LOCATION

LOCATION: KENYATTAUNIVERSITY MAIN CAMPUS ,NAIROBI COUNTY SOUTH WEST OF POST MODERN LIBRARY ,CORNER SITE NEAR THE 2ND ROUND ABOUT.

CLIENT: KENYATTA UNIVERSITY.

AREA : APPROX 3000M



SITE JUSTIFICATION

LOCATION : THE SITE IS LOCATED AT HIGH CROWDED ZONE IT'S NEIGHBOURHOOD IS HIGHLY POPULATED.

GOODVIEW: THE SITE HAS GOOD VIEWS TOWARDS THE EAST, WEST AND SOUTH.

ACCESS: THE SITE CAN BE ACCESS FROM ALL DIRECTION, HAS BOTH VEHICULAR AND HUMAN ACCESS.

TOPOGRAPHY: THE SITE IS RELATIVELY FLAT AND DOES NOT AFFECT CONSTRUCTION.

NO PRE - EXISTING CONSTRUCTION HAPPENED ON THE SITE

BRIEF ANALYSIS

FUNCTIONAL LIBRARY

1 Reception & Info Desk.
2 Multipurpose Lounge.
3 Co-working / Study Spaces.
4 Quiet study zone.
5 Group discussion rooms (2-3)
6 Innovation / Makerspace.
7 Computer Lab / Digital Hub.
8 Wellness Room: Meditation room, Workshop area, prayer room.
9 Counseling & Support Offices, Dreams.
10 Cafe / Refreshment Area.
11 Indoor Recreational Area.
12 Outdoor Seating / Amphitheater.
13 Variable.
14 Exhibition / Display Zone.
15 Washrooms & Support Spaces.

SOCIAL / RECREATION
1 Reception.
2 Multipurpose Lounge.
3 Cafe.
4 Exhibition.
5 Outer seating.
6 Recreation.

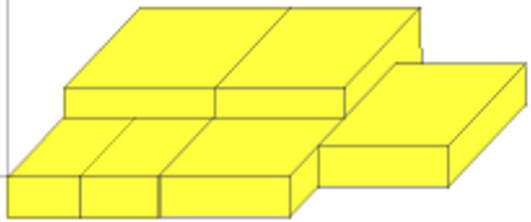
EDUCATIONAL
1 Co-working / Study Spaces.
2 Quiet study zone.
3 Group discussion rooms
4 Makerspace.
5 Digital Hub.

WELLNESS
1 wellness.
2 counselling office.
3 support space.

VOLUME AND AREA ANALYSIS



AREA= 500M²





AREA= 350M²





AREA= 150M²



NOISE GRADIENT

AMPHITHEATER.
RECEPTION.
AFE.
RECEPTION.
MULTIPURPOSE LOUNGE.
RECREATION.
EXHIBITION.
DIGITAL HUB.
DISCUSSION ROOM.
CO-WORKING SPACE.
INNOVATION SPACE.
STORAGE.
STUDENT SERVICE.
QUIET STUDY.
WASHROOM.
SUPPORT SPACE.
WELLNESS.
COUNSELLING OFFICE.

PRIVACY GRADIENT

AMPHITHEATER.
RECEPTION.
AFE.
RECEPTION.
MULTIPURPOSE LOUNGE.
RECREATION.
EXHIBITION.
DIGITAL HUB.
DISCUSSION ROOM.
CO-WORKING SPACE.
INNOVATION SPACE.
STORAGE.
STUDENT SERVICE.
QUIET STUDY.
WASHROOM.
SUPPORT SPACE.
WELLNESS.
COUNSELLING OFFICE.

VIEW GRADIENT

OUTDOOR SEATING
LOUNGE
CAFE
LOUNGE
EXHIBITION ZONE.
COUNSELLING OFFICES
WELLNESS
DIGITAL HUB.
DISCUSSION ROOM.
CO-WORKING SPACE.
INNOVATION SPACE.
STORAGE.
STUDENT SERVICE.
QUIET STUDY.
RECREATIONAL .
WASHROOMS

ACCESS GRADIENT

OUTDOOR SEATING
LOUNGE
CAFE
LOUNGE
EXHIBITION ZONE
DIGITAL HUB.
DISCUSSION ROOM.
CO-WORKING SPACE.
INNOVATION SPACE.
STORAGE.
STUDENT SERVICE.
QUIET STUDY.
RECREATIONAL
COUNSELLING OFFICES
WELLNESS
WASHROOMS



DESIGN PHILOSOPHY AND ACONCEPTUAL DESIGN

DESIGN PHILOSOPHY

THE MODERNIZED COMMUNITY.

THIS PHYLOSOPHY IS CONNECTED WITH THE STUDENTS BECAUSE THEY ARE ASSIMILATED WITH THIS MODERN TIME AND ARE WELL CONNECTED WITH IT.

THIS DESIGN PHYOSOPHY FOCUSES ON CREATING A PLACE THAT FEELS MODERN, CONNECTED,INCLUSIVE AND SUPPORTIVE. WHILE CONSIDERING THEIR CULTURES AND DAILY LIFE



CONCEPT

FLEXIBILITY

USE FLEXIBLE SPACE THAT TRANSFORMABLE AND DESIGNED TO SUPPORT MANY ACTIVITIES BY CHANGING LAYOUT, FURNITURE, FUNCTIONS QUICKLY AND EASILY.

USE OF OPEN PLAN THAT CAN TRANSFORM,USE OF MOVABLE FURNITURE THAT CAN BE REARRANGE QUICKLY.

VIBRANT

PROVIDING CLEAR GLASS WALLS. TO CREAT VIBRANT NIGHT BUILDING AESTHETICS.

USE OF THE MOSAICS AND PAINTINGS TO CREATE A VIBRANT EXTERIOR FACADE OF THE BUILDING



SUSTAINABILITY AND COMFORT

USE OF VEGETATION TO CEATE SERENE AND COMFORT ENVIRONMENT



TECHNOLOGY.

USE OF CONCRETE AS THE MAIN BUILDING MATERIAL

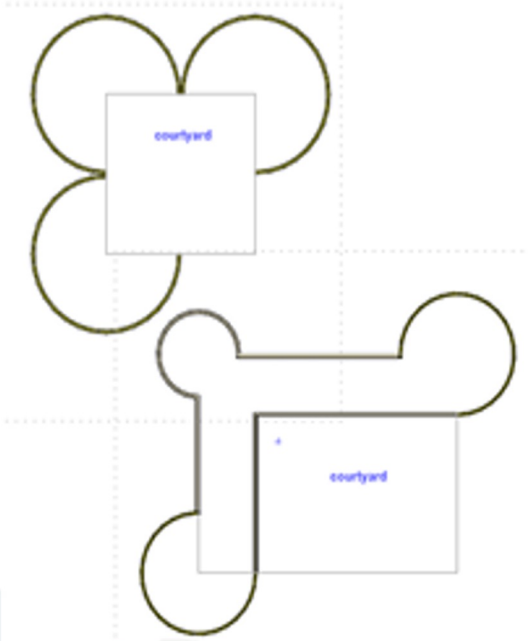
USE OF ELECTRICAL LIGHTING FOR THE INTERIOR

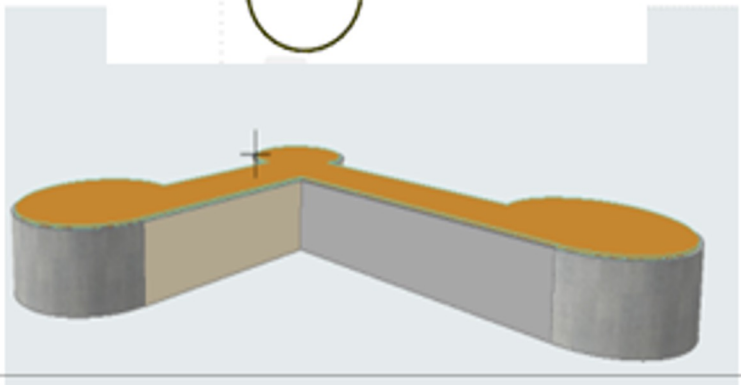


FORM

BORROW THE FORM FROM THE TRADITIONAL AFRICAN ARCHITECTURE THE CURVILINAR SHAPE TO REPRESENT THE CULTURE OF THE STUDENT

























3D interior





garden cafeteria

lift lobby



study area

CONCEPT

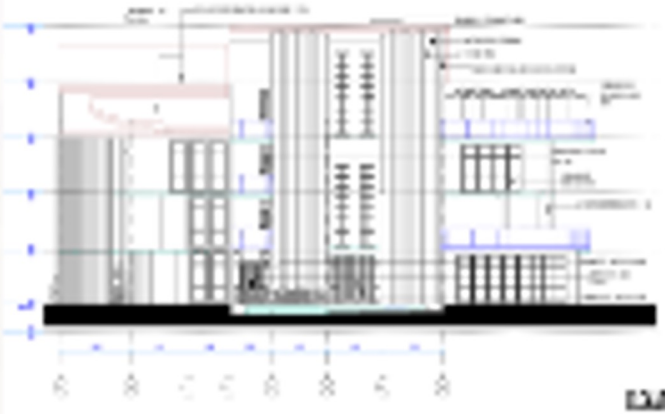
The floor plan achieved the concept of using curves and rectilinear shape together with the courtyard .

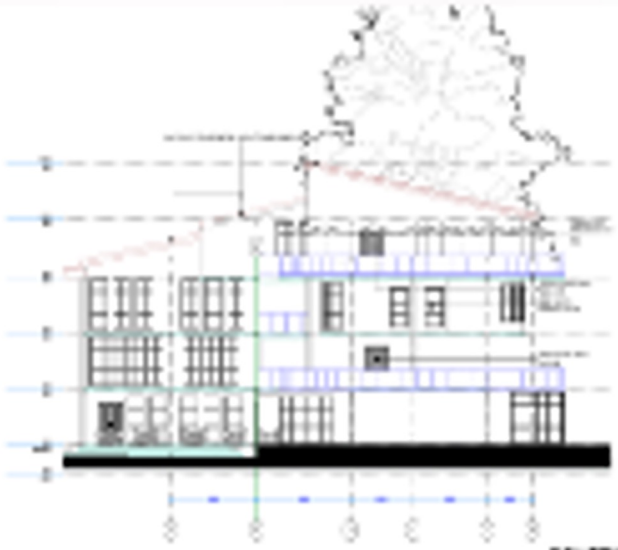
GROUND FLOOR;exhibition,cafe with kitchen,multi purpose hall.

FIRST FLOOR;makerspace, coworking are,digital media,recreation

SECOND FLOOR;study space, discussion space, seminar, prayer room,administration, staffroom

THIRD FLOOR;gym, counselling room,wellness workshop,outdoor seating.

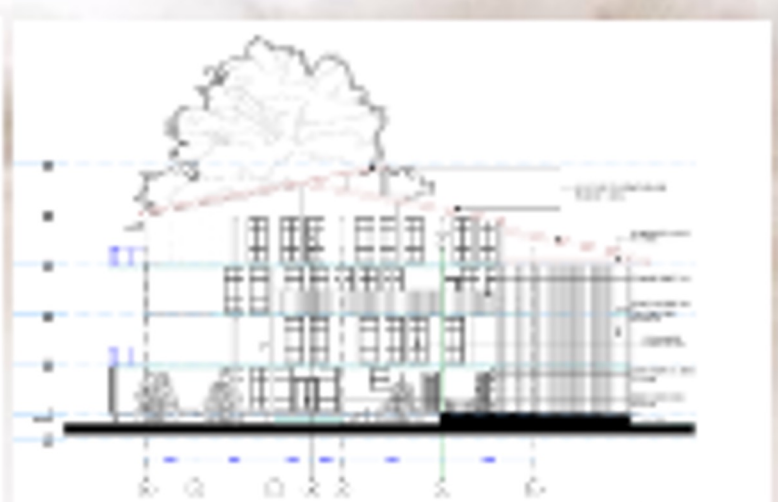




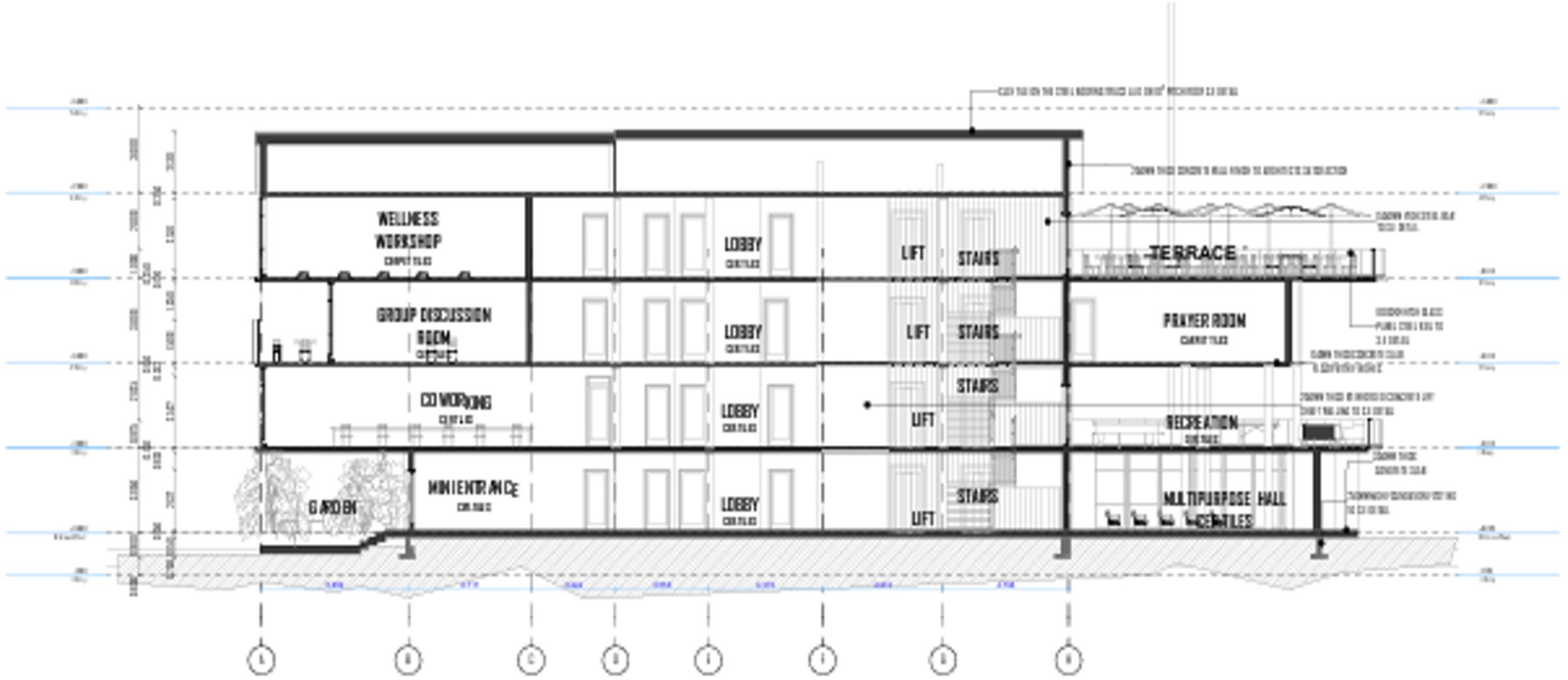












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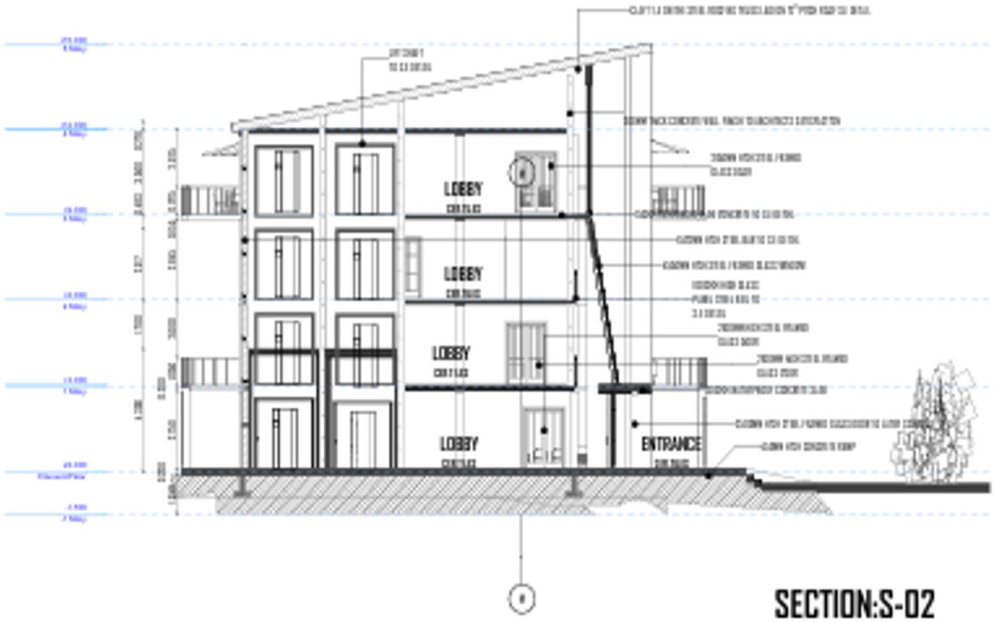

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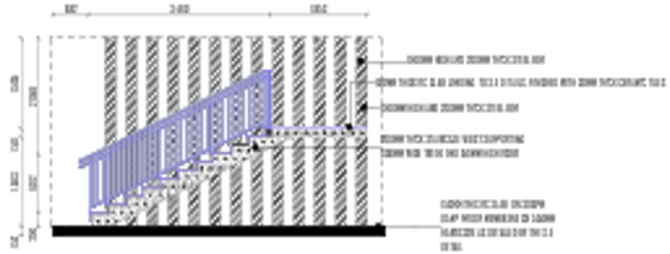


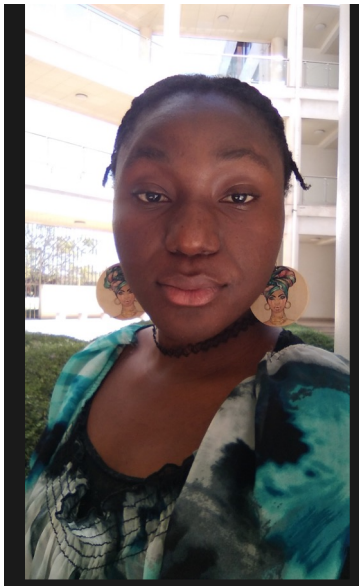
STAIRS DETAIL
SCALE 1;50











EMAIL:
magaliekasangati@gmail.com

MOBILE:
0799144786

K U STUDENT CENTRE

This hub foster interaction between student and enhance students activities that are beyond academic
But still serves the user purposes and needs.

- **MAGALIE KASANGATI AUDREY**
- **Student at Kenyatta University**
- **School of engineering and architecture**
- **Department of architecture and interior design**
- **Year 4 2025-2026**

This journey was one of the best and challenging one as a person and As a student of architecture , the interest and fascination from other people about the architectural world produced curiosity in me to pursue .
As I am interested in art ,
I came to find out that architecture is not about beautiful buildings only but also about the technical aspects that births it and makes it stand from inception to construction.

3D MODEL AND PERSPECTIVES



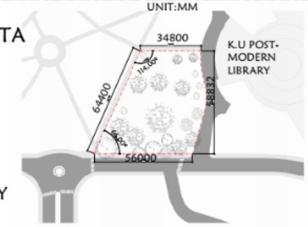
PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:		PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY		3D MODEL AND PERSPECTIVES		26/02/2026

SITE SECTION BRIEF ANALYSIS AREA ANALYSIS

ATION
OSITE KENYATTA
-MODERN
ARY

JECT NAME:
ENT HUB

NT:
ATTA UNIVERSITY



DENT ARCHITECT:MAGALIE KASANGATI AUDREY
A:3000SQM.PLOT RATIO:1.5=1050SQM
COVERAGE:60%

OLOGY
IFUNCTIONAL STUDENT HUB
LATE TEENS&YOUNG ADULTS
7-35 YEARS OLD

E JUSTIFICATION

ABILITY,
EMOLITIONS NEEDED,COMMON
SITION SITE FOR STUDENTS

SSIBILITY

TE IS ACCESSIBLE
THIKA ROAD
UGH THE MAIN GATE



NEIGHBOURHOOD
THE ADMINISTRATION BLOCK
POST MODERN LIBRARY
THE MONUMENT

ABUNDANT FLORA AND GREENARY
NO VISUAL CLUSTERNING

SERVICES PATHWAYS AVAILABLE AROUND THE SITE. PEDESTRIAN AND AUTO.

VIEWS & NOISE

FUNCTIONAL LIBRARY

1.LOUNGES,COLLABORATIVES WORKSPACES
2.PRIVATE READING& STUDY AREAS
3.COUNSELLING& WELLNESS ROOMS
4.MULTIPURPOSE HALL/ EVENTS SPACES

5.EXHIBITION/DISPLAY
6.CAFE & SOCIAL ZONES
7.OUTDOOR SHADED AREA
8.STUDENT SUPPORT OFFICES/COUNTERS
9.ACCESSIBILITY FEATURES

SPACES REPARTITION

RECEPTION — INFO DESK, WAITING AREA
LOUNGE
PLAY AREA
RESTAURANT
RESTROOM — SITTING AREA, EATING AREA, LEISURE SPACE
SNACK BAR
EXHIBITION
GYM
STORAGE
SWIMMING POOL
STUDENT SERVICES
SCREEN ROOM
COMP LAB
ADM OFFICE
STUDENTS OFFICE
PHARMACY
QUIET STUDY
LIBRARY
BANKING/NETWORKING
INNOVATION
GROUP DISCUSSION
AUDITORIUM
KITCHEN — PREPARATION AREA, COOKING AREA, STORE
STORAGE
SERVING AREA

BARBER
SALON
STORAGE
SNACK SHOP
PRINTING SPACE
BANKING SERVICES &NETWORKING

SPACE CLUSTERS

SOCIAL SPACES

RECEPTION
MULTIPURPOSE LOUNGE
INDOOR RECREATIONAL
OUTDOOR PLAY AREA
OUTDOOR SITTING
WASHROOMS
VERTICAL CONNECTORS
CAFE
SCREEN ROOM

WELLNESS SPACES

WELLNESS AREA
COUNSELLING ROOM
STUDENTS SERVICES
SWIMMING AREA
GYM
PHARMACY
PRAYER ROOM

OFFICE SPACES

STUDENT OFFICES
ADM OFFICES
SEMINAR SPACES
CONFERENCE ROOM

EDUCATIONAL SPACES

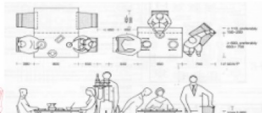
INNOVATION
QUIET STUDY
GROUP DISCUSSION
CO-WORKING
EXHIBITION
COMP LAB
ART ROOM
LIBRARY

SPACE ERGONIMICS



auditorium

office


restaurant

GRADIENTS

LOW VIEW
QUIET STUDY ROOMS
GROUP DICSUSSION
WASHROOMS

ADM OFFICES

SEMI VIEW
INNOVATION
EXHIBITION

HIGH VIEW
PLAY AREA
MULTIPURPOSE HALL
CAFE

VIEWS

PRIVATE
OFICES
WELLNESS ROOM
COUNSELLING ROOM

SEMI PUBLIC
DISCUSSION ZONES
CO-WORKING AREAS
EXHIBITON
INNOVATION

PUBLIC ZONES
CAFE, RECEPTION
INDOOR PLAY AREA
MULTI PURPOSE LOUNGE
AUDITORIUM

PRIVACY

NOISE

HIGH NOISE
MULTIPURPOSE HALL
CAFE PLAY AREA
OUTDOOR AREA
RECEPTION
SEMI NOISE
STUDENTS
SERVICES
ADMIN OFFICES
LOW NOISE
WASHROOMS
QUIET STUDY AREA
STORAGE
GROUP DISUSSION AREA
CONNECTORS

SERVICES

HIGH MOVEMENT

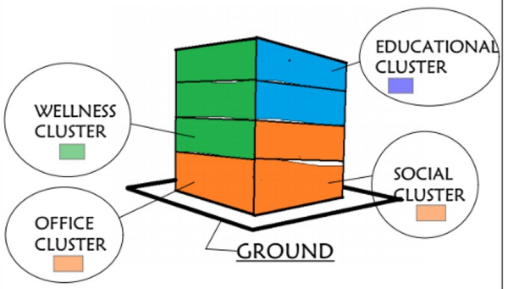
RECEPTION
STUDENTS
SERVICES
ADMIN OFFICES
CONNECTORS

LOW MOVEMENT

WASHROOMS
STORAGE

SPACE DISTRIBUTION

THE SPACE CLUSTERS ARE DISTRIBUTED BY LEVEL



OFFICE CLUSTER AND SOCIAL CLUSTER ARE INTERTWINED

DESIGN AREA INQUIRED:1000 SQM
APPROX. AREA IN m2
PROPOSED DESIGN AREA:1068 SQM DUE TO MAXIMIZING THE K.U STUDENT HUB SPACES AND VARIOUS ACTIVIES

1.ENTRACE 67m²
2.RECEPTION
3.LOBBY
4.SNACK SHOP
5.VERTICAL
6.CONNECTORS
7.CORRIDOR
8.FOUNTAIN
9.ADMIN. 13m²
10.RESTAURANT 173m2
11.PLAY AREA 160m2
12.BARBER+SALON 59m2
13.BAR 38m2
14.VR GAMES 64m2
15.KITCHEN 37m2
16.BANKING SERVICES 33 m2
17.CHANGING ROOM 53m2
18.WC 44m2
19.OUTDOOR PLAY AREA
20.OUTDOOR SITTING AREA
21.SWIMMING AREA 277m2

327m²

1.GYM TERRACE 63m2
2.CHANGING ROOM 28m2
3.W.C 44m2
4.LOBBY
5.CORRIDOR

235m2

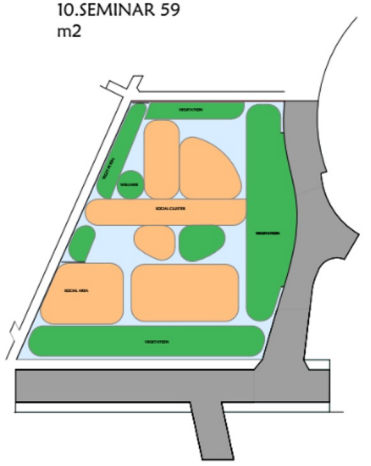
1.PRAYER ROOM 96 m2
2.WC 44 m2
3.LOBBY
4.CORRIDOR

282 m2

1.COUNSELLING ROOM 56m2
2.CONTROL ROOM 29m2
3.AUDITORIUM 273m2
4.WC 44m2
5.LOBBY
6.CORRIDOR

295m2

6.PHARMACY 13m2
7.PRINTING AREA 19m2
8.STUDENT BODY 70m2
9.INNOVATION 160m2
5.TERRACE 266 m2
6.SEMINAR 70 m2
7.QUIET STUDY 107 m2
8.LIBRARY 77 m2
9.GROUP D. 122 m2
10.SEMINAR 59 m2
7.TERRACE 69m2
8.SCREEN ROOM 70m2
9.ART ROOM 90m2
10.LOUNGE 174 m2
11.EXHIBITION 113m2
12.COMP. LAB 98 m2



ECT NAME : STUDENT ARCHITECT: CLIENT: PROJECT TYPE EXAM DATE:

DESIGN PHILOSOPHY AND CONCEPT

A.CONCEPT

INTERCONNECTIVITY

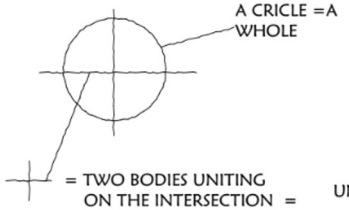


WHICH REFERS TO THE LINKING OF DIFFERENT SYSTEMS

THE PROJECT IS ABOUT LINKING STUDENTS,GUEST AND STAFFS OF DIFFERENT BACKGROUND THROUGH VARIOUS ACTIVITIES PROPOSED ON THE BRIEF

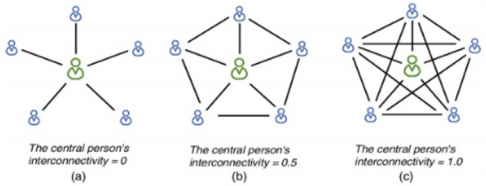
INTER CONNECTIVITY

UNITY WITHIN A WHOLE OR COHESION WITHIN A GROUP



BALANCE IS OBSERVED ON THE FIGURE ABOVE

INTERCONNECTIVITY CHART

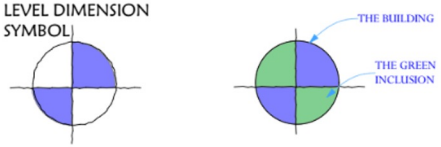


THE CONCEPT FOSTER INTERACTION ,CONNECTION, DIVERSTY ,AT THE SAME TIME PROVIDES INDIVIDUALITY PERSONAL GROWTH AND RELAXATION

SITE IMPACT

THE LEVEL DIMENSION LOGO IS SELECTED FOR ITS CIRCULAR SHAPE AND ITS BALANCE ,WHICH DEMONSTRATES THE CONCEPT RELATIONSHIP BETWEEN SOFT SPACES AND HARD SPACES ON THE SITE .

LEVEL DIMENSION SYMBOL



B.NEIGHBORHOOD CONNECTION



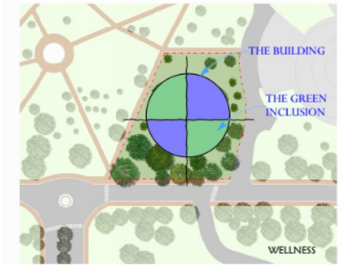
Kenyatta University Post-modern Library

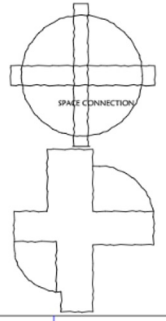


Kenyatta University ADMIN. block

IN TERMS OF FORM THERE IS A PRESENCE OF STRAIGHT LINES AND SEMI CIRCULAR LINES IN THE BUILDING PATTERN AROUND THE PROPOSED SITE

PROPOSED SITE





TECHNOLOGY

MAIN MATERIALS IS BORROWED FROM THE SURROUNDING NEIGHBOURING BUILDINGS WHICH HAS STEEL,CONCRETE AND GLASS AS DEFAULT MATERIAL

ADDED MATERIAL: WOOD AND BRICK



Gallery of Royal area ,copenhagen Denmark
https://www.pinterest.com/pin/244601823495736962/

THE INTERESTINF CURVE CLADDING PATH THAT ADDS A UNIQUE VIEW TO THE BUILDING

FOUNDATION

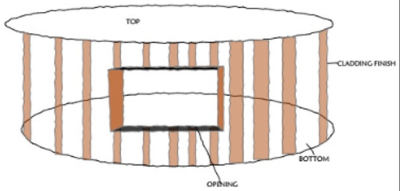
THE PROPOSED FOUNDATION IS THE STRIP FOUNADTION

FACADE

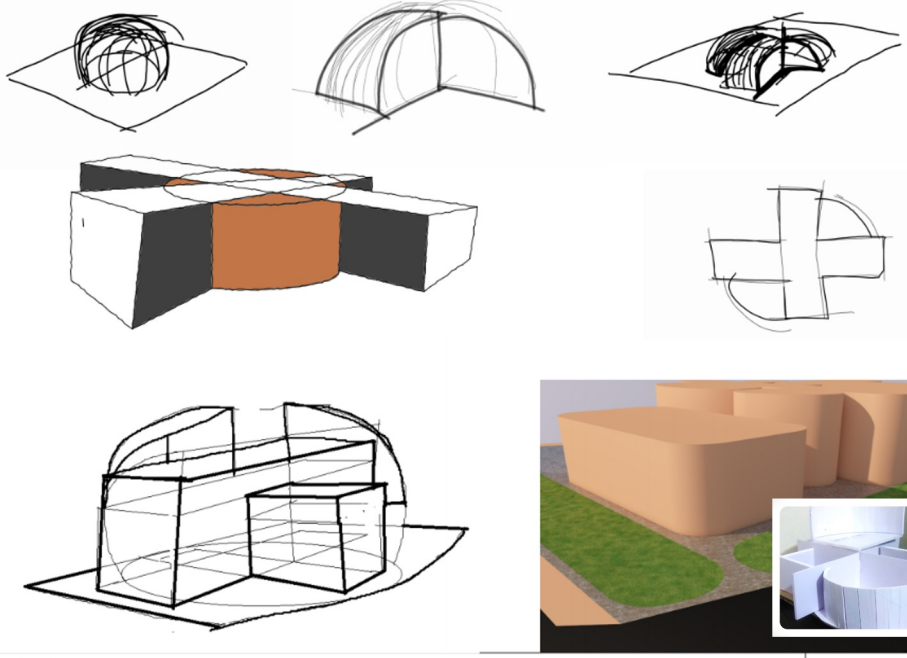


Thistle Foundation, Centre of Health & Wellbeing, Edinburgh, by 3DReid. Timber cladding, brick and pre-cast concrete to exterior. Photography courtesy of Cadzow Pelosi.

THE OVERHANG CUT FRAME TO SHOWCASE THE DIFFERENCE ABOUT SOME OPENINGS AND AT THE SAME TIME STILL MAINTAINS THE VISUAL BALANCE WITHIN A WHOLE



C.MASS EVOLUTION



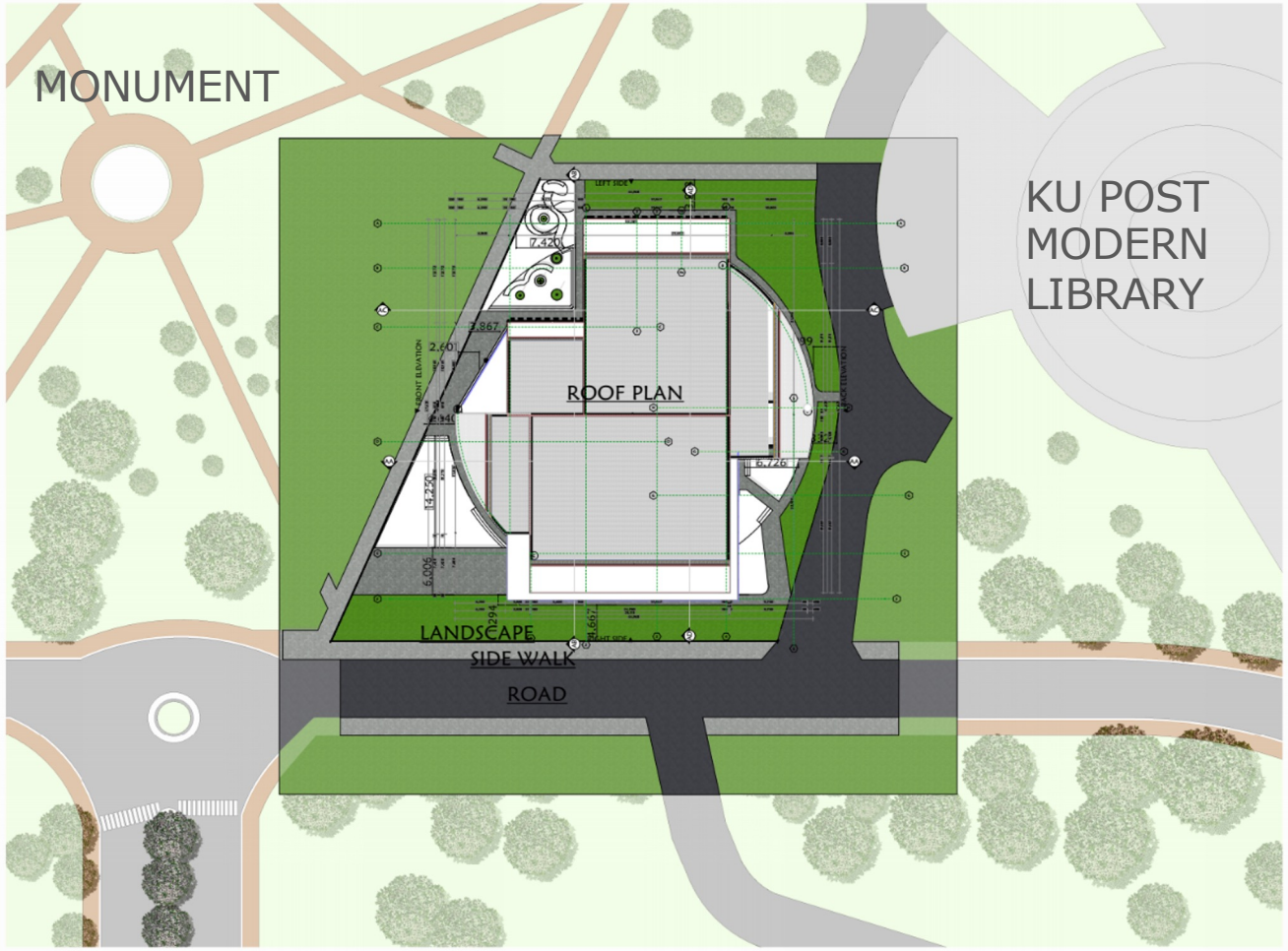
PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:	PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY	CONCEPT DEVELOPMENT		26/02/2026

MASTER PLAN

SITE PLAN



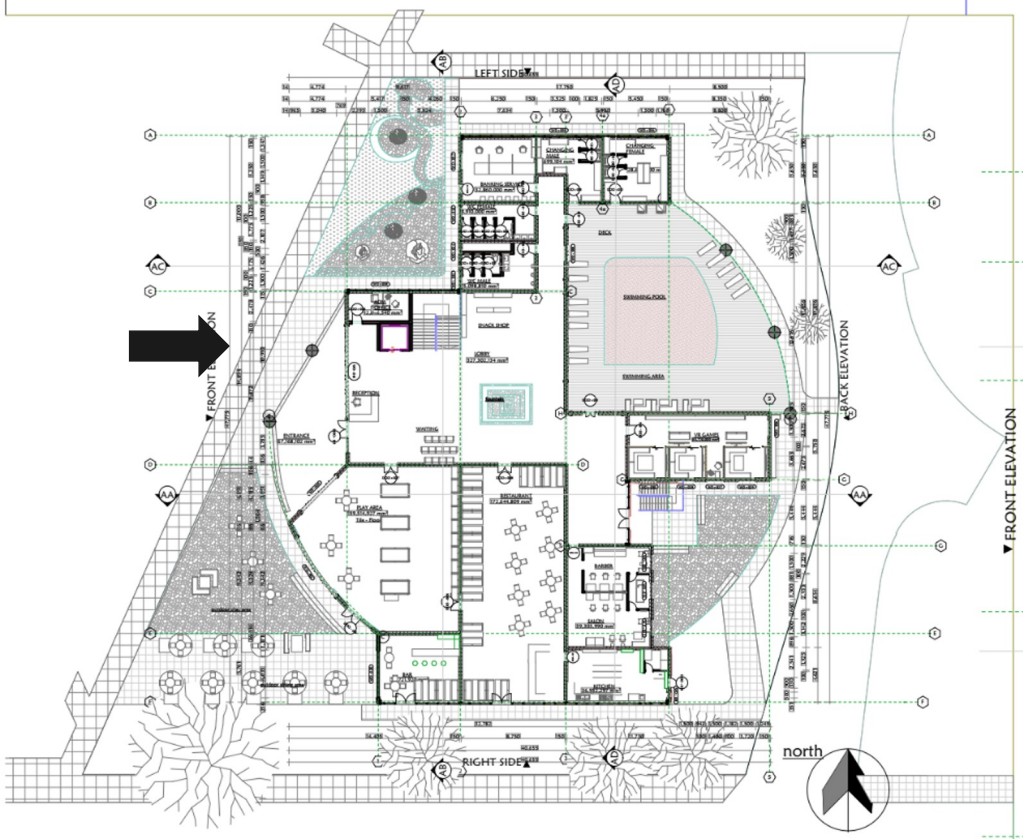
2 - MASTER PLAN 1:400

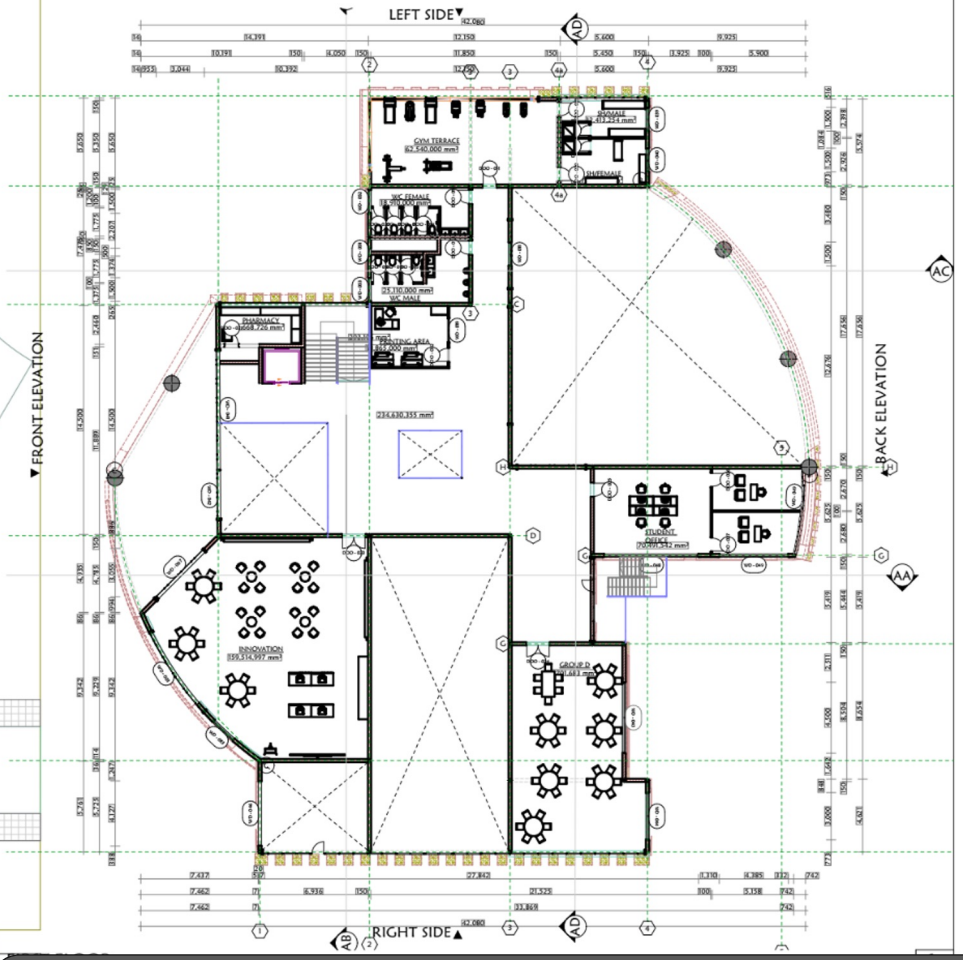


1 - SITE PLAN 1:300

PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:		PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY		PROPOSED MASTER AND SITE PLAN		26/02/2026

SCHEME PLANS ,SECTIONS&ELEVATIONS



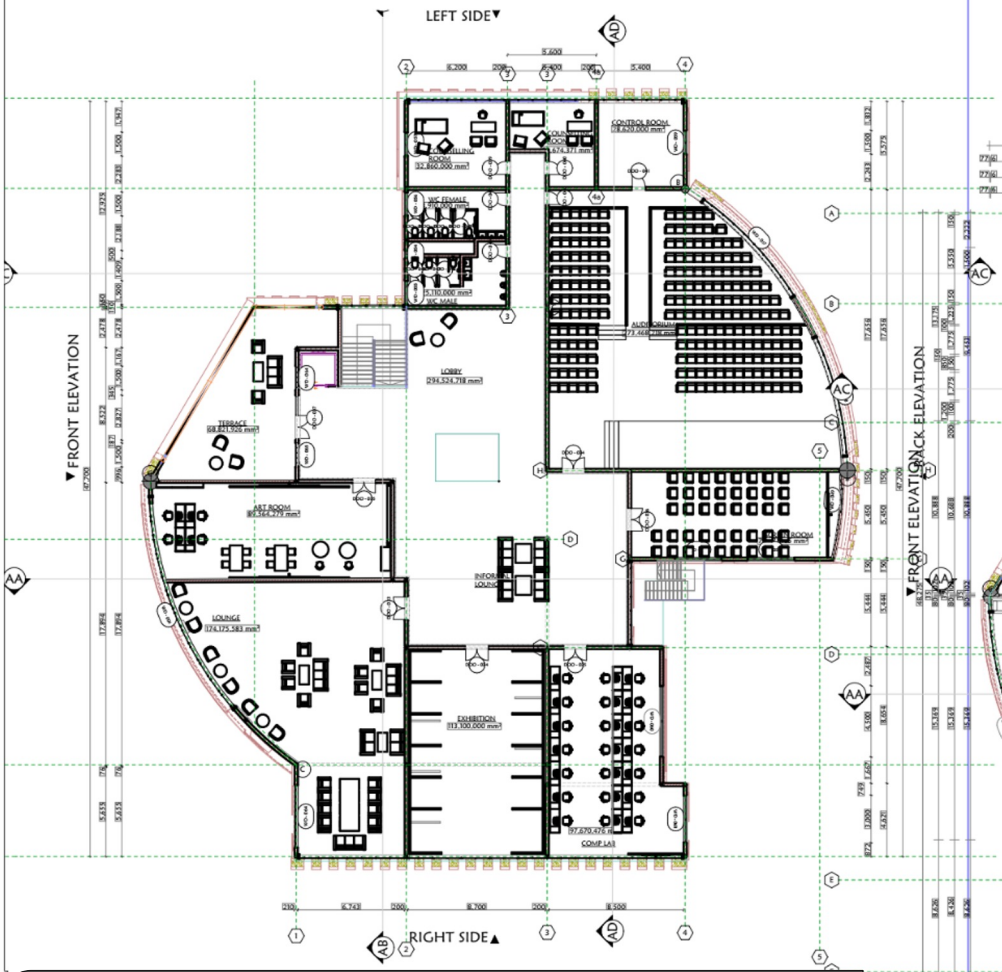


GROUND FLOOR

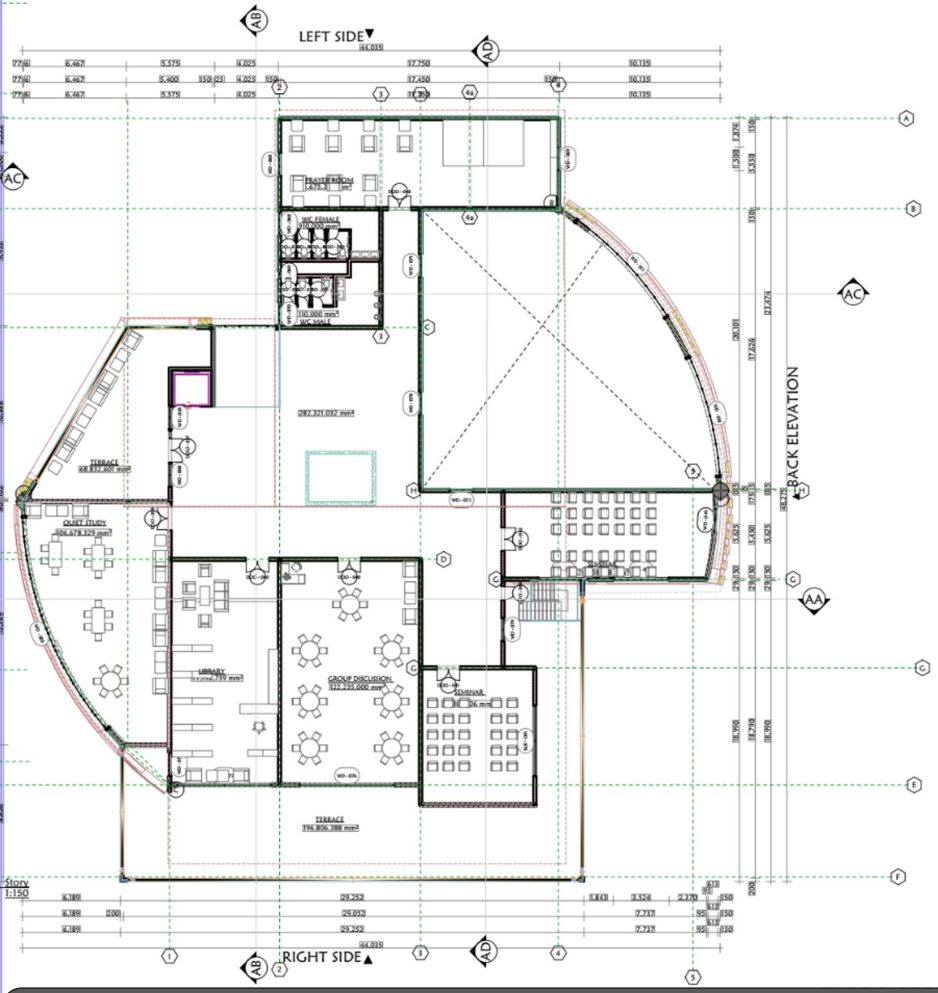
FIRST FLOOR

PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:		PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY	KAS MA	SCHEME PLANS ,SECTIONS&ELEVATIONS		26/02/2026

SCHEME PLANS ,SECTIONS&ELEVATIONS



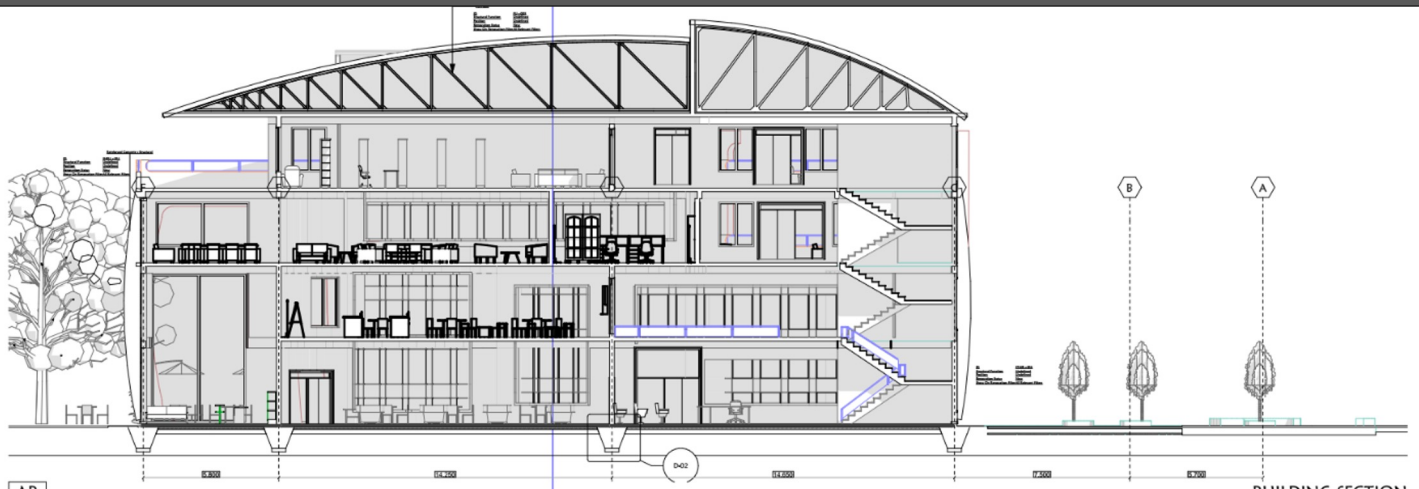
SECOND FLOOR



THIRD FLOOR

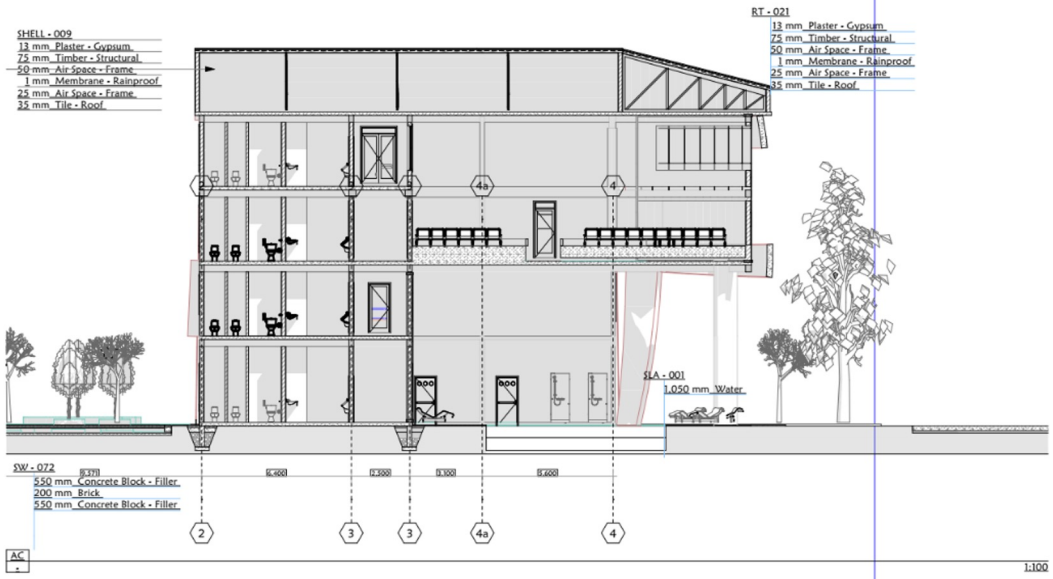
PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:		PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY		SCHEME PLANS ,SECTIONS&ELEVATIONS		26/02/2026

SECTIONS



AB
-

BUILDING SECTION
1:100



AC
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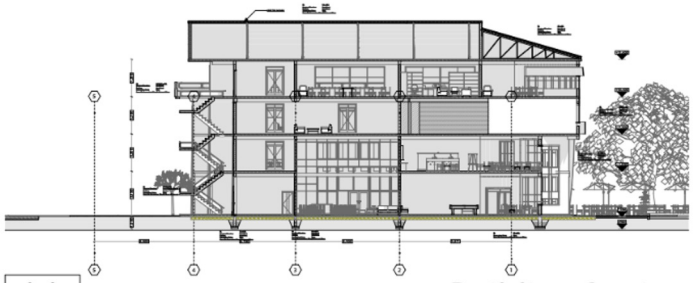
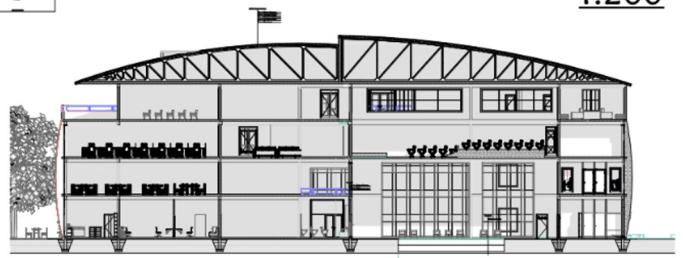
1:100



AA
-

Building Section
1:200



AD
-

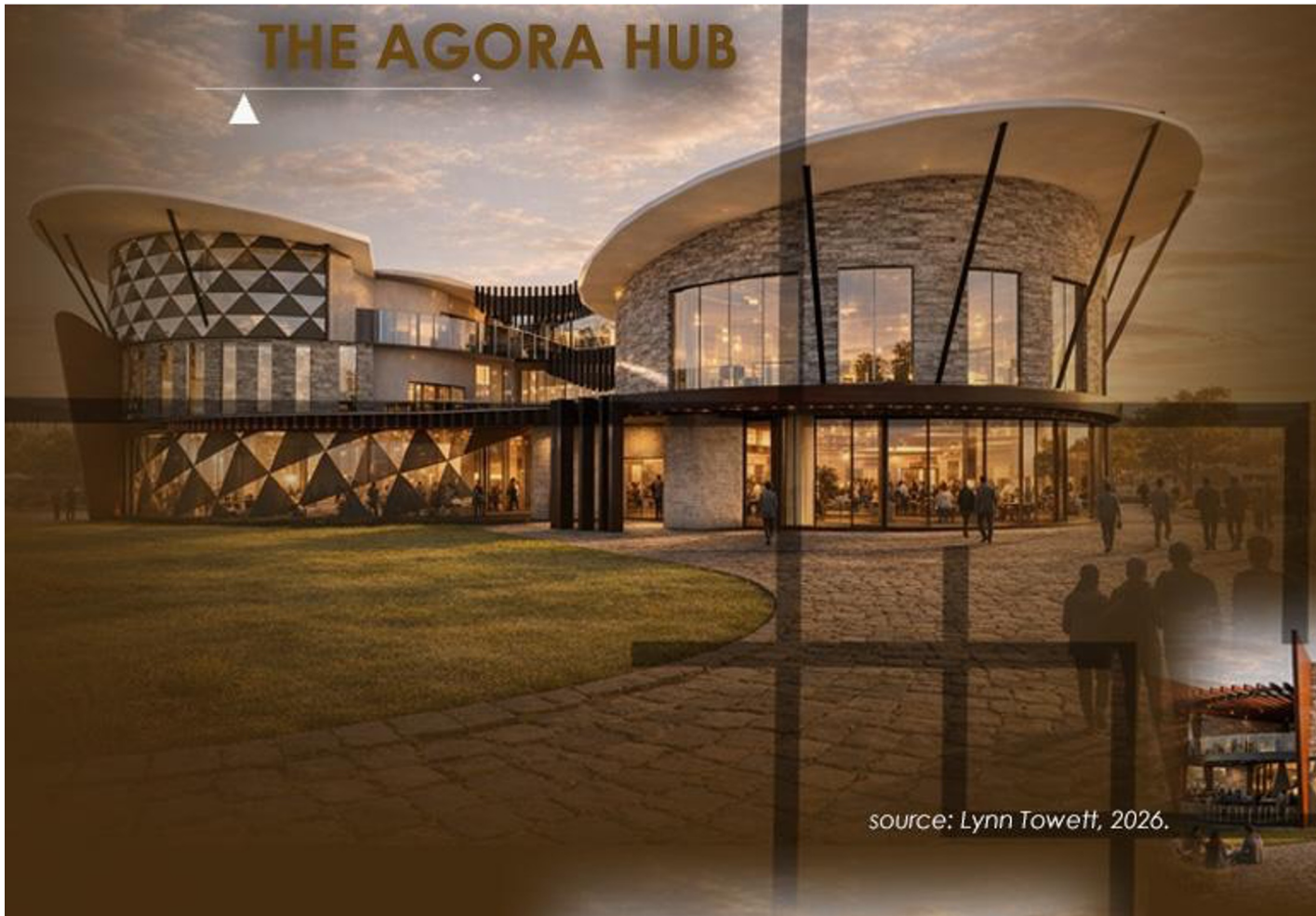
BUILDING SETCION
1:200

PROJECT NAME :	STUDENT ARCHITECT:	CLIENT:		PROJECT TYPE	SCALE:	EXAM DATE:
K.U STUDENT HUB	MAGALIE KASANGATI AUDREY	KENYATTA UNIVERSITY	KASM	SCHEME PLANS ,SECTIONS&ELEVATIONS		26/02/2026

ELEVATIONS


LEFT SIDE
1:100
FRONT ELEVATION
1:200
RIGHT SIDE
1:200
OBJECT NAME :
STUDENT HUB
STUDENT ARCHITECT:
MAGALIE KASANGATI AUDREY
CLIENT:
KENYATTA UNIVERSITY
PROJECT TYPE
SCHEMATIC PLANS ,SECTIONS&ELEVATIONS
BACK ELEVATION
1:100
SCALE:
EXAM DATE:
26/02/2026

THE AGORA HUB



source: Lynn Towett, 2026.

Lynn Towett is a fourth-year architecture student at Kenyatta University with a growing interest in creative expression through design and digital media.Belonging to the Gen Z generation , Lynn developed an early appreciation for visual aesthetics, space, and storytelling, which naturally evolved into a passion for architecture. Alongside architectural studies, Lynn enjoys graphic design and draws inspiration from social media as a platform for visual exploration and creative curation. Through studio projects and professional attachment in a firm specializing in modern residential buildings, Lynn continues to develop skills in balancing aesthetics with functionality while designing spaces that are thoughtful, contemporary, and responsive to people and their environments.



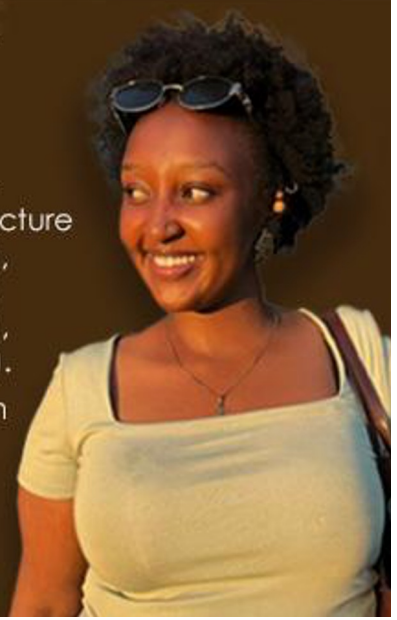
source: Lynn Towett, 2026.

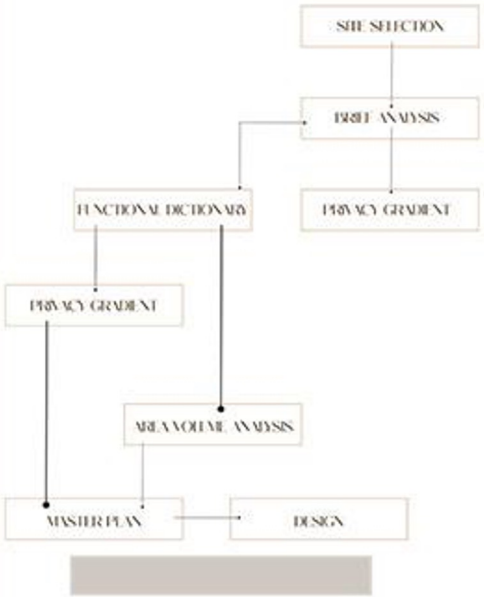
The Agora Hub,inspired by traditional gathering spaces, represents a contemporary gathering space where students meet, exchange ideas, and engage in academic and social activities. Organized around three concentric circles connected by a shared central circulation space, the design encourages visibility, movement, and layered interaction, making the hub the social and intellectual heart of student life.



source: Lynn Towett, 2026.

NAME:Towett Lynn Cheptoo.
INSTITUTION:Department of Architecture &Interior Design (DAID), Faculty of Engineering and Architecture (SEA), Kenyatta University(KU).
EMAIL ADDRESS:towettlynn@gmail.com





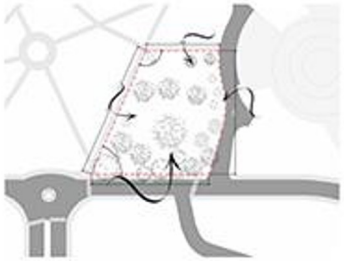


SITE SELECTION



LOCATION: South West of Post Modern Library,Kenyatta University
CLIENT: Kenyatta University
AREA: Approximately 2,800 Sq Metres

ACCESSIBILITY The site is surrounded by footpaths to the North and West, and tarmac roads on the South and West, providing both pedestrian and vehicular access.



NOISE POLLUTION The site is relatively quiet since the noise generated from the circulation paths around the site are buffered by rich canopy trees.



SITE JUSTIFICATION

THE SITE IS IDEAL FOR THE STUDENT HUB BECAUSE:

IDEAL LOCATION the location of the site is amidst social and interactive clusters of the entire institution with the Post Modern Library to the East, and The Central Administration to the South East of the site.

SPACE FREEDOM The site is free from adjacent buildings or structures, offering flexibility in layout and a wide range of design possibilities. It also enjoys strong visibility, with clear views both into and out of the site, particularly toward the western side.



LEGEND



BRIEF ANALYSIS

FUNCTIONAL DICTIONARY

main space	supporting spaces
Arrival & Information	Welcome Desk Lounge / Waiting Corner Student Support Desk & Info Hub
Event & Gathering Spaces	Multipurpose Auditorium Meeting / Seminar Rooms
Display & Exhibition	Gallery Zone Showcase Areas
Study & Work Areas	Quiet Study Rooms Shared Work Lounge Open Air Study Nooks
Digital Innovation Hub	Computer Suite Fabrication Lab / 3D Printing Area Virtual Reality Stud
Creative / Maker Space	Art & Design Studio Craft & Hands on Workshop
Wellness & Support	Consultation Suites Counselling Rooms Meditation / Reflection Room
Food & Hospitality	Dining Area Cafe & Bakery Outdoor Eating Terrace
Indoor Recreation	Film Screening Room Karaoke Booth Gaming Lounge
Outdoor Recreation	Mini Golf Course Giant Bowling Giant Jenga Zone Target Football Arena

BHS 11800 2022
TOWETT LYNN CHEPTOO

THE AGORA HUB

CONCEPTS AND DESIGN PHILOSOPHY

PHILOSOPHY

INTERACTIVITY

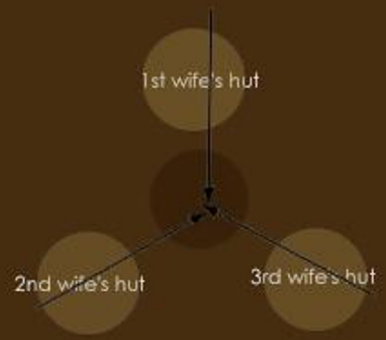
The student hub is designed as an interactive ecosystem structured around concentric social gradients. Its radial organization promotes visibility, fluid movement, and layered social intensities, enabling both spontaneous encounters and focused engagement. Interactivity is not an added feature but the spatial logic that governs circulation, zoning, and environmental integration.

how do these activities interact in harmony to create an interactuve student hub?



PLANNING CONCEPT:

INTERACTIVITY IN LUO HOMESTEADS



The centre of the homestead was where the husband's hut was localted where we could say that all the women converged and that what was common for all of them, the husband.



The circulation space is what is common and where all the students would disperse from go to their respective activities which now represents the husband's hut

TECHNOLOGICAL CONCEPT:

TRADITIONAL HUT BUILDING TECHNOLOGY



source: Lynn Towett, 2026.

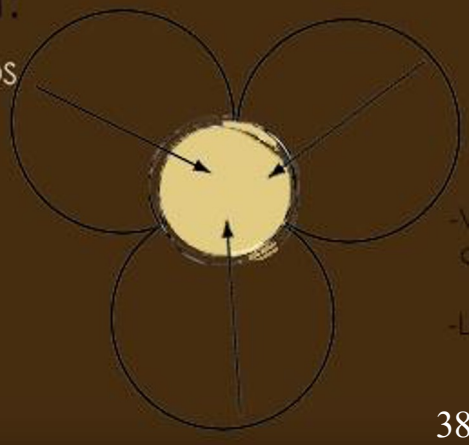
The design's material pallete and structural framework is borrowed from the timber framework of indigenous huts and their mud cladding

CONCEPTS

SOCIO-CULTURAL CONCEPT:

INTERACTIVITY IN KENYAN HOMESTEADS

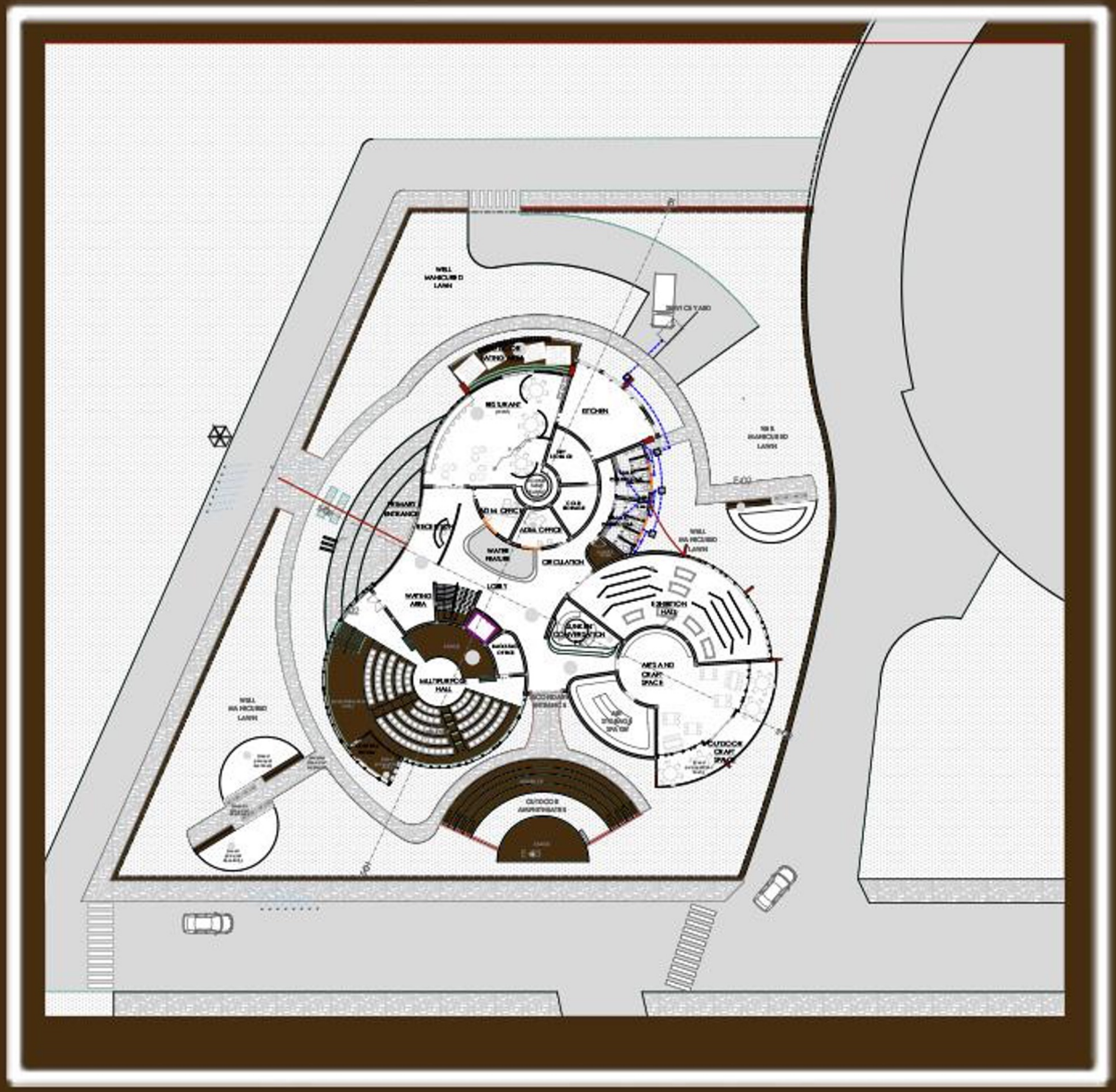
The design is inspired by traditional Kenyan African concentric settlements, where spatial organization fostered collective life and shared identity.



indigenous principles of kenyan homesteads applied to the design

-Inward Orientation
-Visibility from a common circulation space in the design.
-Layered social interation

GROUND FLOOR



The ground floor of the The Agora Hub is conceived as the most active social layer of the building, where key communal functions are organized around a shared central circulation space that acts as the heart of movement and interaction. The restaurant supports everyday social engagement and informal gathering, while the multipurpose space accommodates large events, performances, and collective activities that bring the university community together. Complementing these spaces, the exhibition area provides a platform for displaying student work and academic achievements, encouraging intellectual exchange and visibility. Together, these functions are connected by the central circulation core, which ensures continuous visual connectivity and fluid movement, reinforcing the hub's concept of interactivity and shared community life.

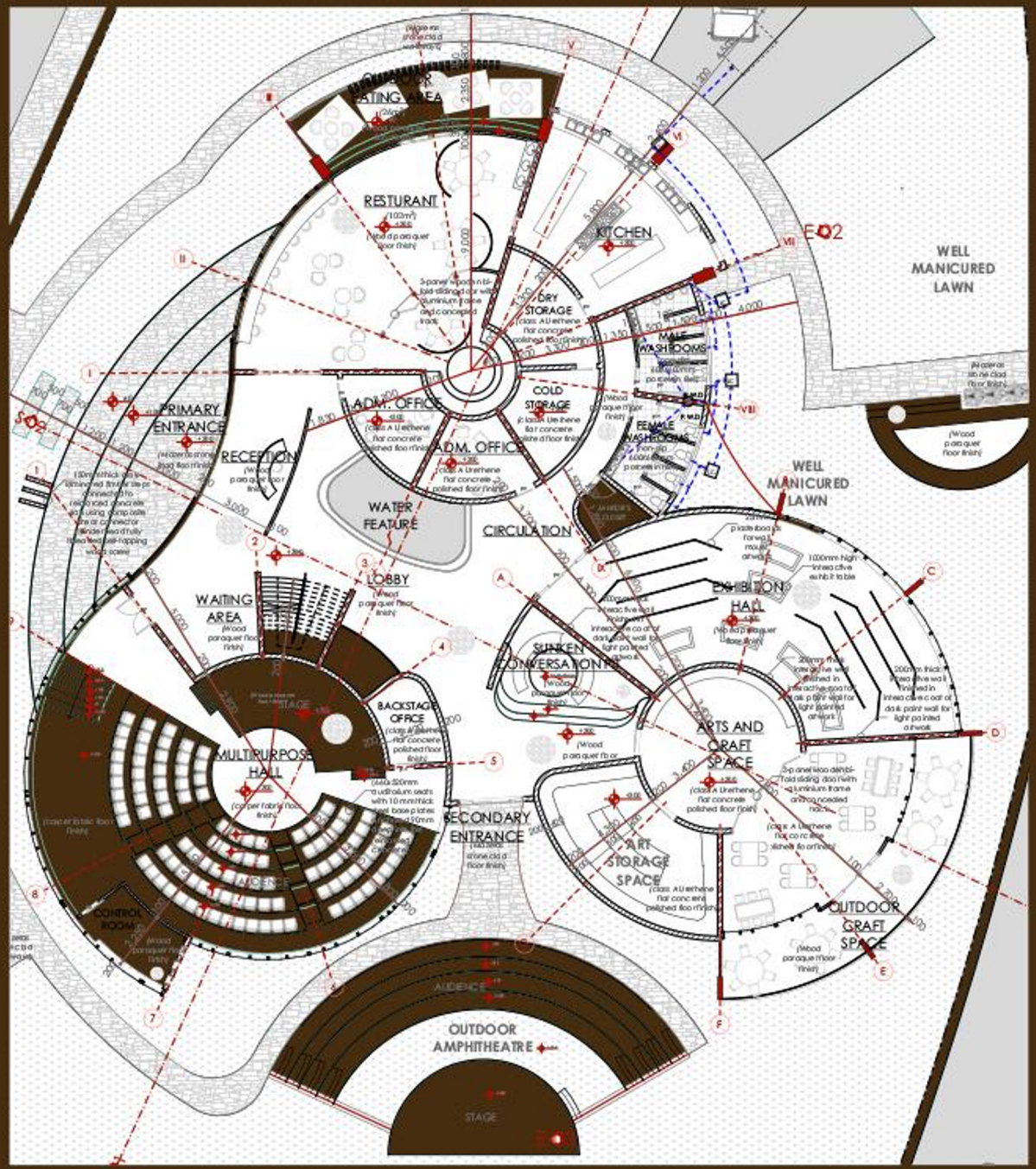
PRESENTATION DRAWINGS



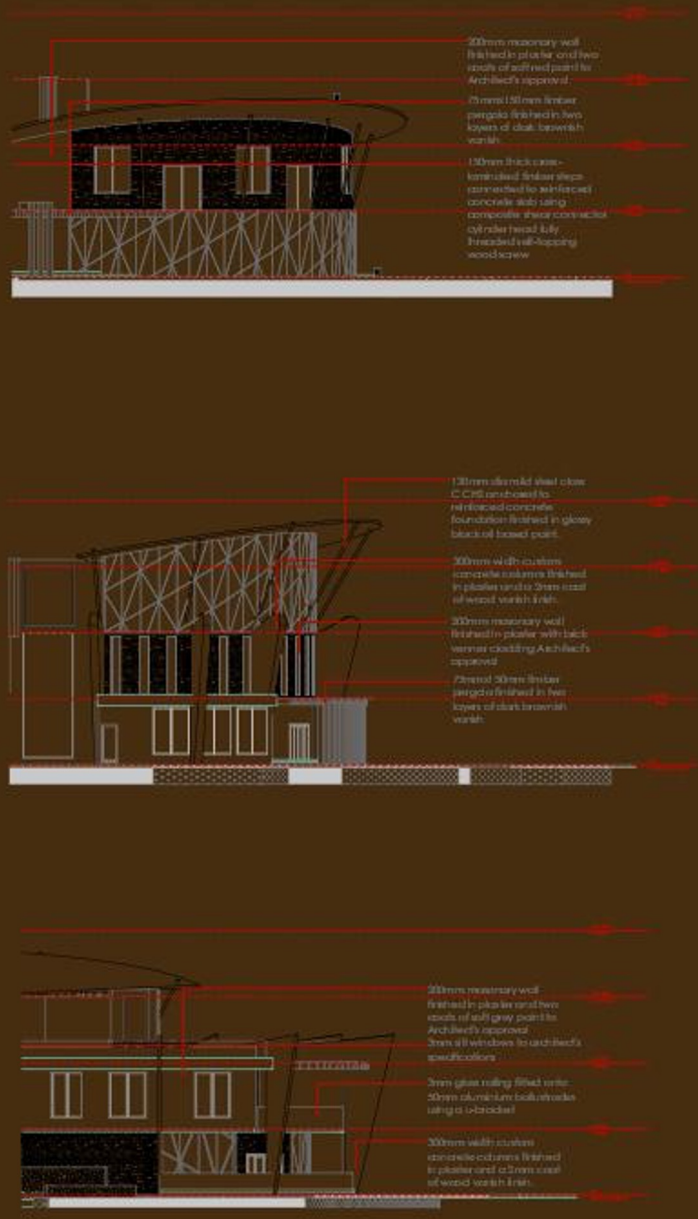
ELEVATIONS

PRESENTATION DRAWINGS

GROUND FLOOR



ELEVATIONS



WORKING DRAWINGS

THE AGORA



source: Lynn Towett, 2026.



source: Lynn Towett, 2026.



source: Lynn Towett, 2026.





Rooftop Gaming Area
source: Lynn Towett, 2026.



Multipurpose Hall
source: Lynn Towett, 2026.



Restaurant
source: Lynn Towett, 2026.



TREVOR PRINCE

"A great life is a building and the only building whose foundations I desperately seek to understand and build"

I'm an architecture student in Nairobi fascinated by how ideas shape the world. Most days, out of culture, I'm in studio sketching spaces and learning how cities actually work, trying to turn imagination into structures that matter. Beyond architecture, I'm drawn to business and the stock market, studying how wealth, systems, and power move through society.



I spend a lot of time reading about the past greats—from Winston Churchill to Marcus Aurelius, and even the ancient world of Tutankhamun—not just for entertainment but to understand how they lived and thought.. For I believe, in History lies clues of foundation.

Again I ask, What builds greatness?

Contact Us

0710294970
trevorprince07@gmail.com

BRIEF, AREA AND SPATIAL ANALYSIS

PROJECT INFO AND BACKGROUND

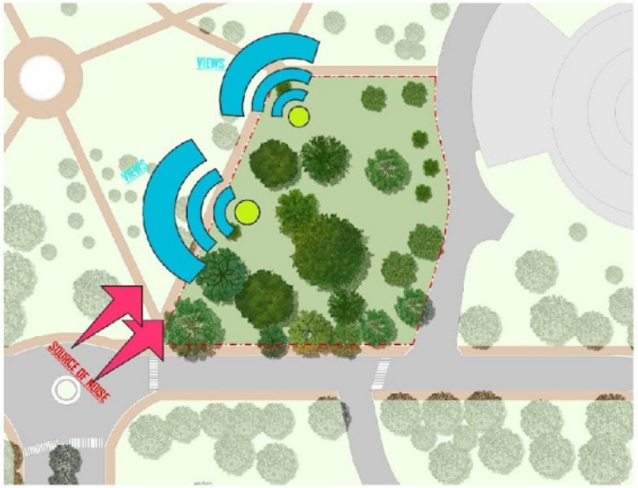
NAME: K.U STUDENT HUB

AREA: 2800 m^2

CLIENT: KENYATTA UNIVERSITY

USERS: STUDENTS, STAFF, VISITORS

LOCATION: MAIN CAMPUS, opp LIBRARY



SITE JUSTIFICATION

1. CENTRALLY AND STRATEGICALLY LOCATED WITHIN THE UNIVERSITY
2. 360°OPEN LANDSCAPED VIEW OF THE CAMPUS
3. EASE AND DIRECT ACCESS FROM THE GATE
4. NEIGHBORS CORE ADMINISTRATIVE AND INSTITUTIONAL FACILITIES e.g THE LIBRARY AND THE CENTRAL ADMIN
5. VAST FLAT GROUND COVERAGE
6. EASE OF OUTDOOR MANIPULATION AND PLANNING DUE TO THE VAST GREENERY

FUNCTIONAL DICTIONARY AND REQUIREMENTS

✓ RECEPTION & INFOMARTION DESK ADMIN OFFICES STUDENT CENTER AND INFORMATION CENTER	RECEPTION AND INQUIRIES
✓ CO-WORKING/STUDY SPACES PRIVATE/QIUET STUDY ZONES GROUP DISCUSSION ROOMS INNOVATION/MAKERS' SPACE DIGITAL/COMPUTER LAB	ACADEMIC AND STUDY ZONES
✓ MULTIPURPOSE LOUNGE EXHIBITON/DISPLAY ZONE INDOOR RECREATIONAL AREA CAFE/REFRESHMENT AREA	SOCIAL ZONES
✓ WELLNESS ROOM (MEDITATION, YOGA) COUNSELING & SUPPORT OFFICES PRAYER/SOUL ROOM	WELLNESS AND SUPPORT ZONES
✓ WASHROOM AND SUPPORT SPACES VERTICAL CIRCULATION AND SERVICES STORAGE	SERVICES AND CIRCULATION
✓ OUTDOOR SEATING/AMPHITHEATER OUTDOOR GREEN SPACES READING SPACES	OUTDOOR & GREEN SPACES

GRADIENTS

ACCESS GRADIENT

CLOSEST TO ACCESS POINTS
Reception and Waiting area
Student Info and Offices
Circulation points
Washrooms
Restaurant and Cafe'
Multipurpose Hall
Exhibition Hall

FURTHEST FROM ACCESS POINTS
Reading areas
Group Discussion Areas
Digital Hub
Wellness Spaces

VIEWS GRADIENT

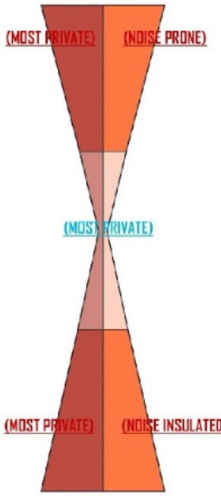
PRIORITY FOR VIEWS
Amphitheatre
Restaurant and Cafe
Recreational Spaces
Exibition Area

BALANCE VIEWS AND PRIVACY
Multiourpose Hall
Marker Space
Reception and waiting area
Student Info and Services

PRIORITY FOR PRIVACY
Reading Areas
Wellness Spaces
Digital Hub

PRIVACY GRADIENT

Outdoor Recreational Areas
Reception Area
Waiting Area
Student Services and info
Restaurant and Cafe' Area
Multipurpose Hall
Exibition Hall
Conference Room
Gaming Room
Entertainment Room
Indoor Chill lounge
Outdoor Study Area
Markerspace
Group Study Area
Digital Hub
Counselling Room
Consultation Room
Staff office/Admin Area
Prayer and Reflection Space
Private Study Area



NOISE GRADIENT

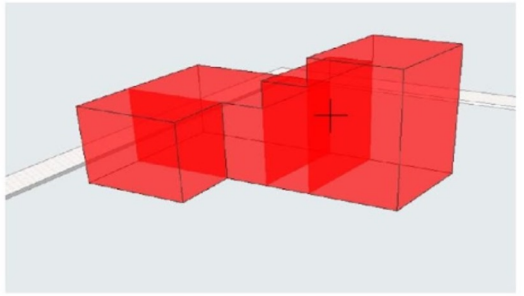
Outdoor Recreational Areas
Entertainment Rooms
Gaming Lounge
Restaurant and Cafe' Area
Markers Space
Multipurpose Hall
Exhibition Space
Conference room
Reception Area
Access Points
Counselling Room
Group Study Area
Indoor chill lounge
Outdoor Study Area
Digital Hub
Movie Room
Staff office/Admin Area
Consultation Room
Prayer and Reflection Space
Private Study Area

AREA AND VOLUME ANALYSIS

1. RECEPTION AND INQUIRIES

TOTAL ZONE AREA = 95 m^2





CONCEPT AND FORM DEVELOPMEMT

A STUDENT HUB

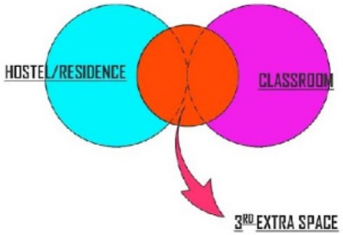
A DYNAMIC, MULTI-FUNCTIONAL SPACE THAT SUPPORTS ACADEMIC, SOCIAL, AND PERSONAL GROWTH FOR STUDENTS.

VISION / AIM:
TO CREATE AN INCLUSIVE, STIMULATING ENVIRONMENT FOSTERING LEARNING, COLLABORATION, AND WELL-BEING.

PURPOSE:
::FACILITATE INTERACTION AND COMMUNITY AMONG STUDENTS AND STAFF.
::PROVIDE SPACES FOR STUDY, WORKSHOPS, AND INFORMAL GATHERINGS.
::ENCOURAGE CREATIVITY, SOCIAL ENGAGEMENT, AND A SENSE OF BELONGING.

THE 3RD PLACE PHILOSOPHY

"THIRD SPACE" CONCEPT: BEYOND CLASSROOM AND DORM, IT SHOULD BE A NEUTRAL ZONE ENCOURAGING INFORMAL STUDY, NETWORKING, SOCIAL INTERACTION AND RELAXATION.



"Third Space" Concept: Beyond classroom and dorm, it should be a neutral zone encouraging informal study, networking, social interaction and relaxation.

CONCEPT: OPENNESS AND FLUIDITY

"A student hub where openness and fluidity breeds connection and fosters interaction, blending social energy, academic engagement, and community in a vibrant third-place environment."

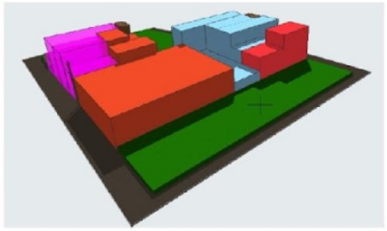
TO BE ACHIEVED BY:
TRANSPARENCY & OPENNESS: OPEN PLANS, GLASS FACADES AND ATRIUMS TO SYMBOLIZE ACCESSIBILITY AND INCLUSIVENESS.

CULTURAL IDENTITY: BOLD YET LIGHT AND DYNAMIC LIKE ITS YOUTHFUL USERS
INSIDE-OUTSIDE CONTINUITY: COURTYARDS, POCKET GARDENS, ROOFTOP TERRACES FOR INFORMAL GATHERINGS.

WHOLESOME YOUTH ENERGY: PLAYFUL GEOMETRIES, BRIGHT ACCENTS, BUT WITHIN A PROFESSIONAL AND OFFICIAL TONE.

MASSING AND GENERAL FORM

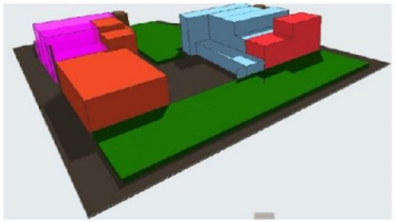
INFLUENCED BY SPATIAL ANALYSIS & AREA BRIEF (BEFORE ABSTRACTION)



DEEP VOLUMES AND MASSING ON SOCIAL AND SHARED SPACES MEET CAPACITY BUT CAUSE RIGIDITY

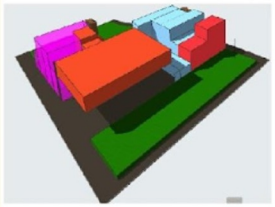
ABSTRACT USING CONCEPT TO CREATE OPEN AND FLUID CONNECTION

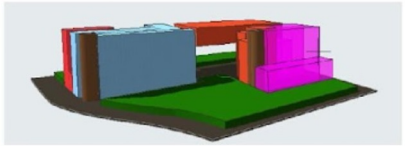
1. PUNCH VOIDS\ATRIUMS THRU THE CENTRAL MASSING TO EVOKE OPENESS



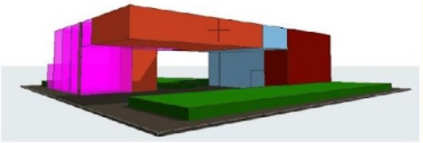
2. ELEVATE THE REMAINING CENTRAL MASSES TO FULLY UP EMPTY OR OPEN UP THE GROUND FLOOR

3. RELOCATE SPACES TO THE UPPER DECKS IN HARMONY AND FUNCTIONALITY





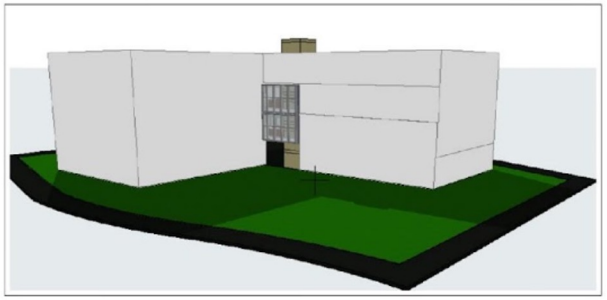
4. COMPACTMENTALIZE THE CLUSTER OF VOLUMES AND MASSES AS A WHOLE

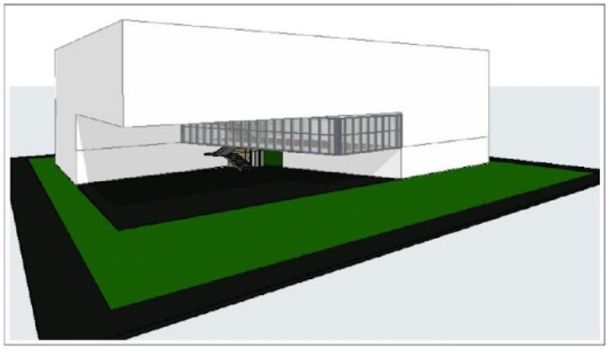


5. DEVELOP THE ACHIEVED FORM INTO A FINAL FORM THRU THE MANIPULATION OF FACADES, VIEWS, CORE STRUCTURES AND MATERIAL TEXTURE









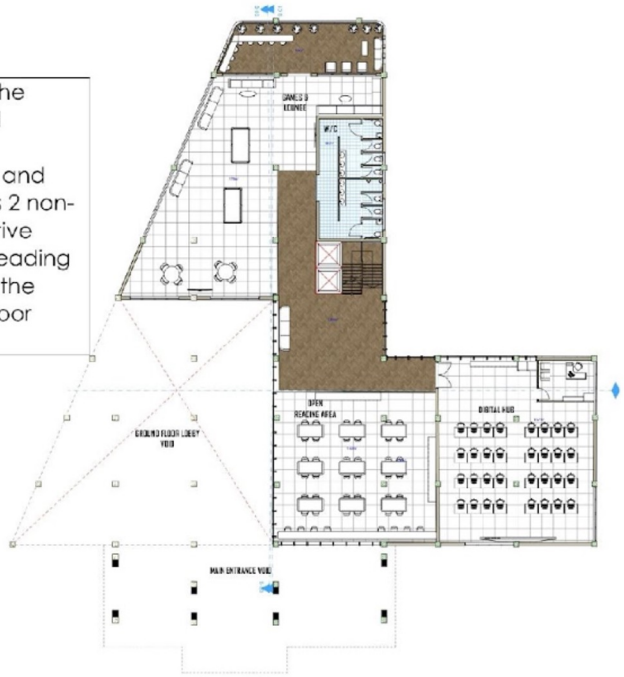
GROUND FLOOR

Dominated by the double volume cantilevered Sitting Plaza that serves as the entrance and reception too. It also includes the Restaraunt and outdoor eating area



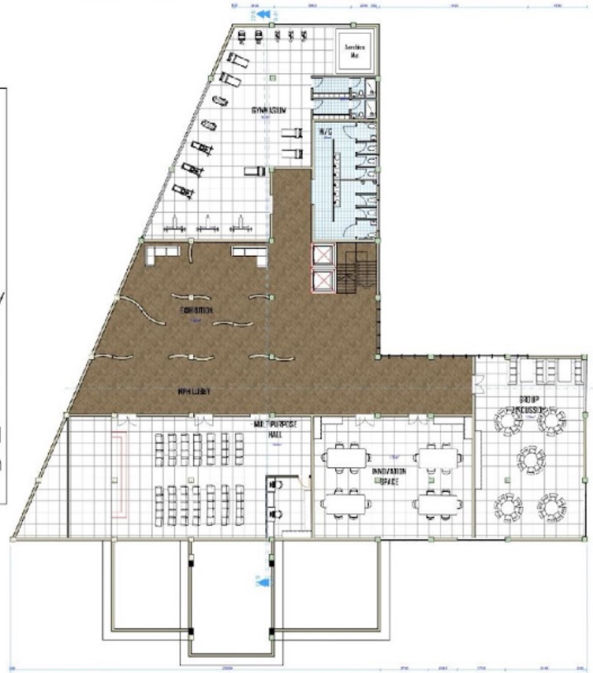
FIRST FLOOR

Suspended and overlooking the douuble volume cantilevered entrance and sitting area. It introduces the first academic and wellness facilities. This includes 2 non-formal academic but intercative spaces these are the Open Reading Area and the Digital Hub. On the other wing it serves as the Indoor Lounge and Games area.



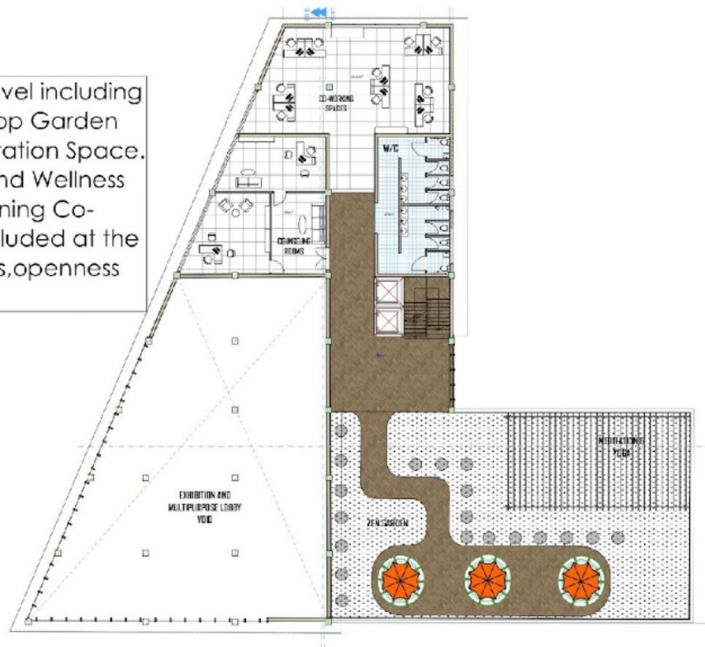
SECOND FLOOR

Serves as the main level due to its scale and spaces which include the double volume open exhibition space which on one end transalates as a lobby for the Multipurpose Hall, which is definitely on this level too. It also bears the Group Discussion and Innovation Spaces on the Academic wing



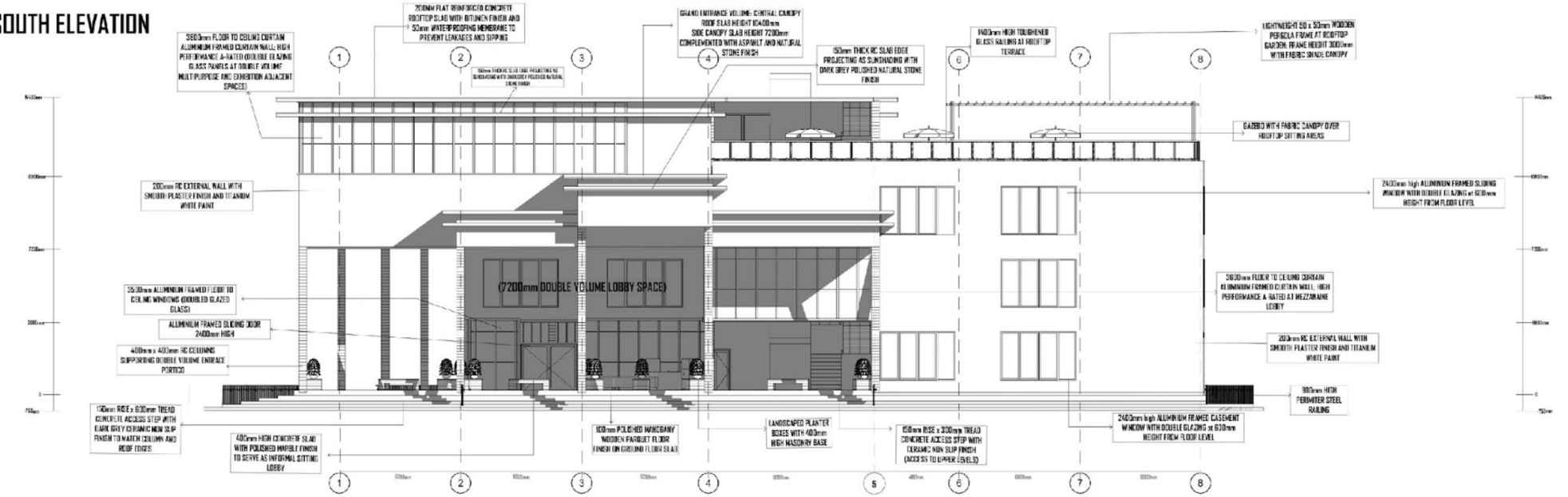
THIRD FLOOR

A well defined top level including a Zen themed Rooftop Garden with a defined Meditation Space. Also a Counselling and Wellness Centre and an adjoining Co-working Area, all secluded at the top for privacy, focus,openness and meditation

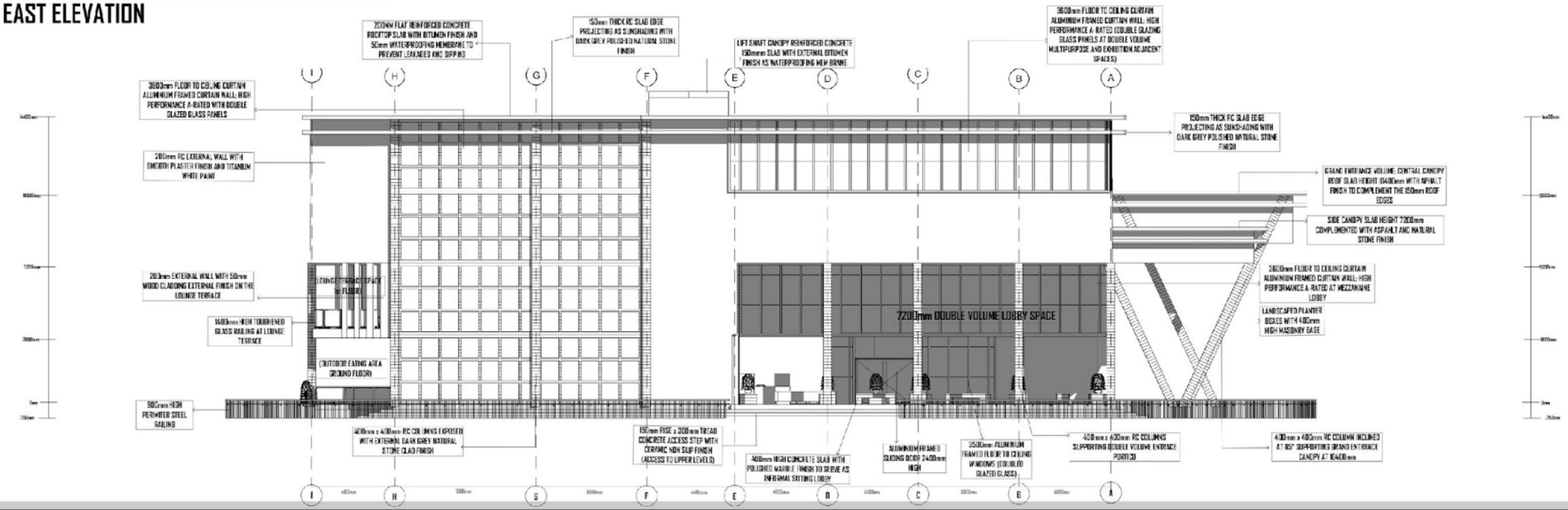


ELEVATIONS

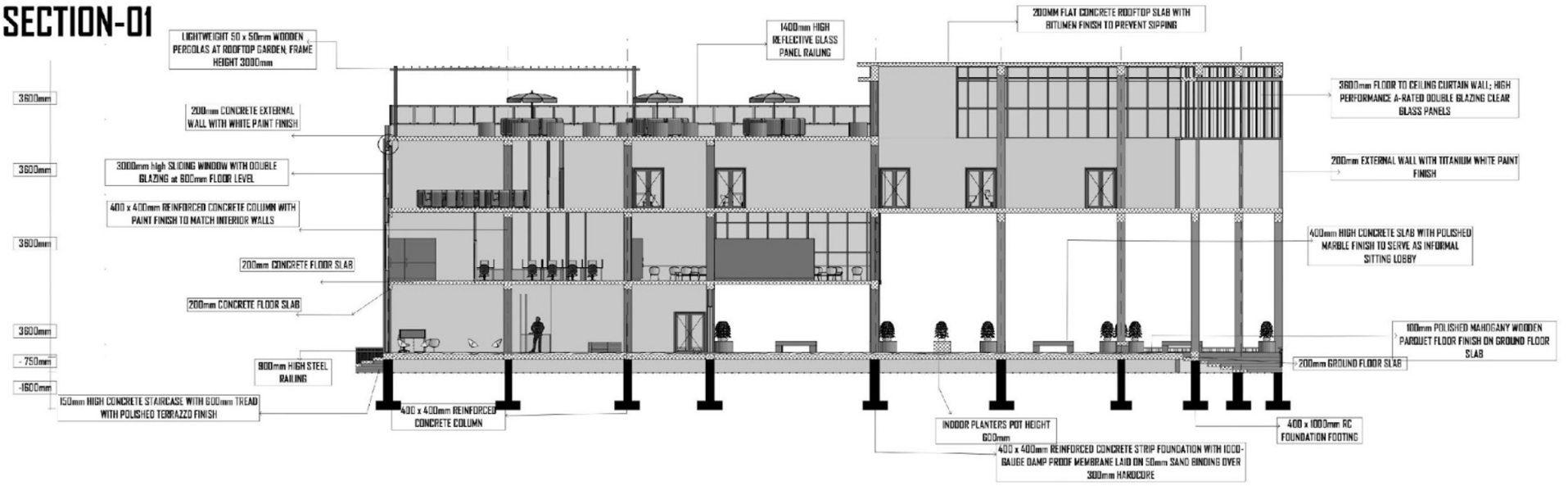
SOUTH ELEVATION

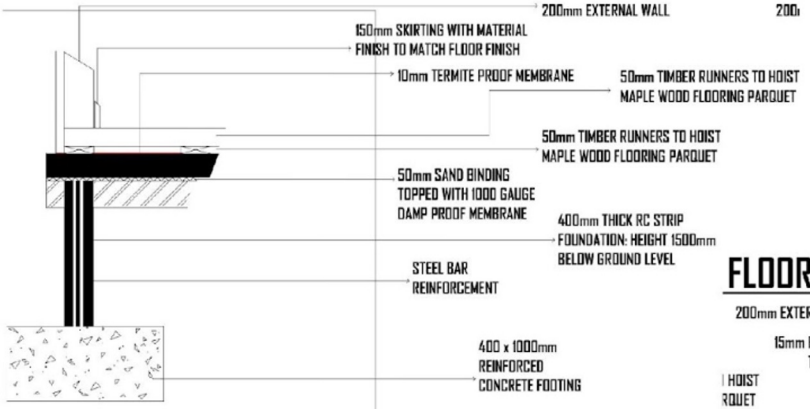


EAST ELEVATION



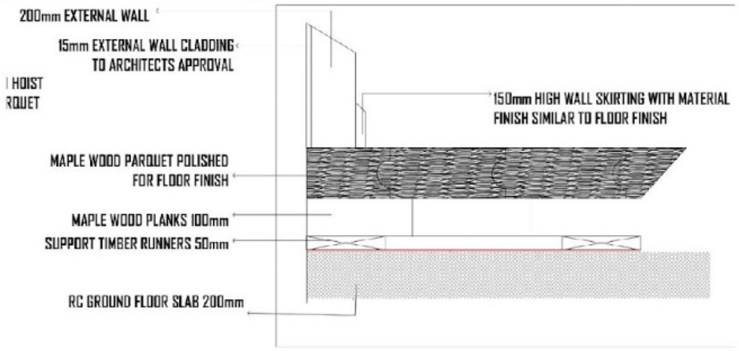
SECTION-01



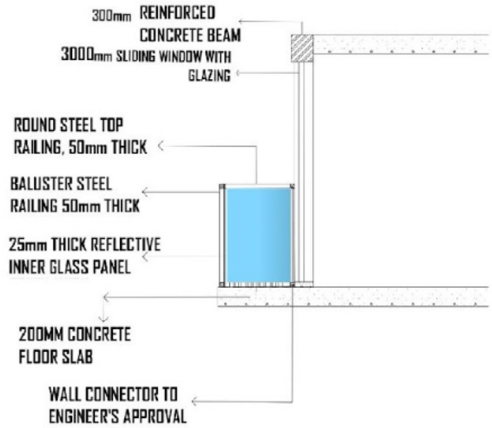


FOUNDATION DETAILS

FLOORING DETAILS



GLASS PANEL RAILING DETAILS



RENDERS





NAME: JAMES WAWERU
INSTITUTION: KENYATTA UNIVERSITY
EMAIL: jameswaweru821@gmail.com

My name is James Waweru, a third-year Architecture student at Kenyatta University with a strong interest in designing spaces that respond to social needs and urban environments. Through my academic work, I have developed skills in spatial planning, conceptual design, and architectural representation. I am also interested in the practical side of architecture, particularly construction processes and building technology, as I aim to bridge the gap between design concepts and buildable solutions.

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Inspired by the philosophy of Ubuntu"I am because we are"the student hub is designed as a communal space that fosters interaction, collaboration, and a shared sense of belonging among students.



PROJECT: KENYATTA UNIVERSITY STUDENT HUB

The proposed Student Hub is designed as a vibrant centre for interaction, learning, and collaboration within the university environment. The project aims to create a welcoming and flexible space where students can gather, study, relax, and engage in academic and social activities. By bringing together a variety of functions within a single facility, the hub is intended to strengthen the sense of community on campus and provide an environment that supports both formal and informal learning.

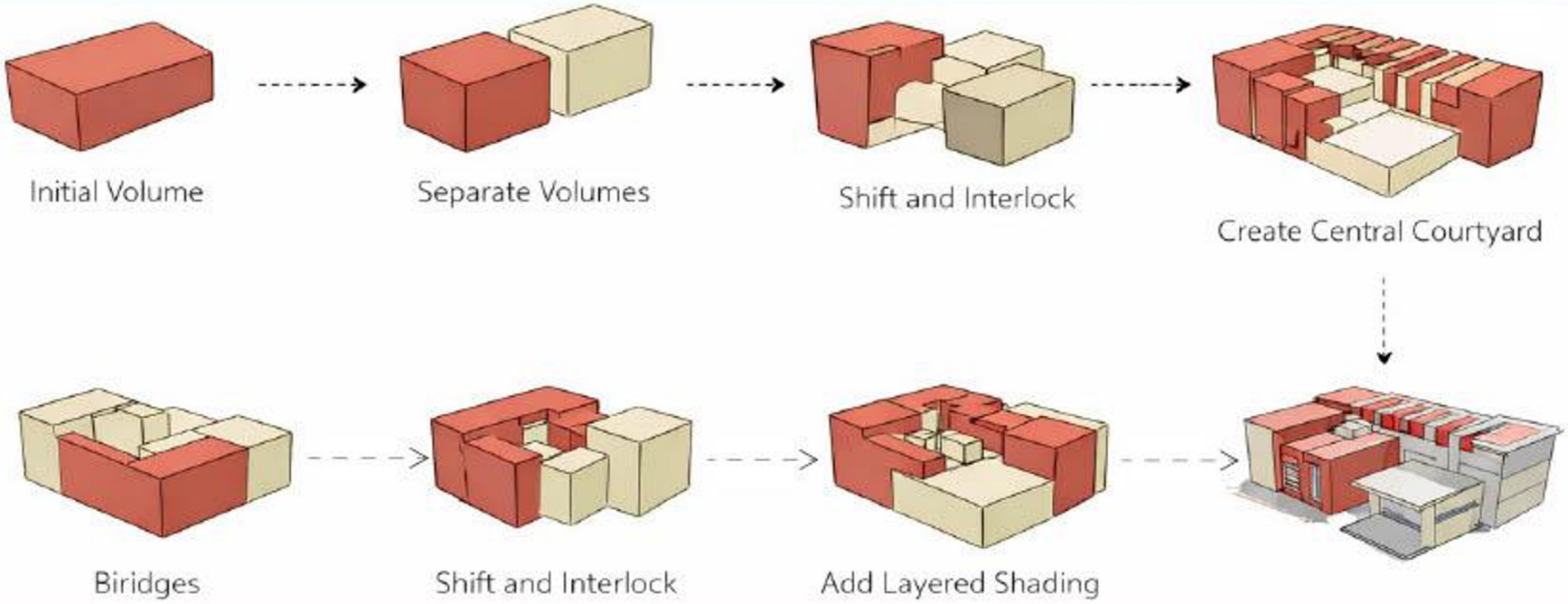
The design focuses on creating spaces that encourage movement, visibility, and interaction among students. Open circulation areas, shared gathering zones, and accessible social spaces are integrated throughout the building to promote collaboration and spontaneous engagement. At the same time, the project seeks to provide comfortable and well-organized environments that support productivity and concentration.

The main objective of the project is to develop a student-centred facility that balances functionality, accessibility, and architectural identity. The design also aims to respond to environmental conditions through appropriate shading, natural lighting, and ventilation strategies, ensuring that the building remains comfortable and sustainable. Ultimately, the student hub is envisioned as a dynamic social and academic landmark that enhances student life and fosters a strong sense of campus community.

FORM DEVELOPMENT

The form development of the Student Hub began with a simple initial volume used to explore the overall massing of the building. This primary form was then divided into separate volumes to organize different functional spaces while allowing flexibility in spatial arrangement. The volumes were subsequently shifted and interlocked to create spatial relationships between program areas and to introduce movement within the composition.





Through this process, the masses were arranged around a central courtyard that acts as the social heart of the building, encouraging interaction and providing a shared outdoor space for students. Additional adjustments to the volumes enhanced the spatial hierarchy and strengthened connections between interior and exterior spaces. Finally, layered shading elements and bridging components were introduced to improve circulation, create transitional spaces, and respond to the climatic conditions, resulting in a cohesive architectural form centered around community and environmental responsiveness.

SITE SELECTION



LOCATION: KENYATTA UNIVERSITY MAIN CAMPUS, ROYSAMBU CONSTITUENCY, NAIROBI COUNTY, KENYA.
AREA:2,800m²
CLIENT:KENYATTA UNIVERSITY

SITE JUSTIFICATION



WHY THE SITE IS SUITABLE

Suitable Location:Site is on the education zone of Kenyatta University which has high traffic of students coming to class.

Accessibility: The site has footpaths on the North and West side and a Tarmac road on the South and East allowing for both pedestrian and vehicular access as well as easy servicing

LEGEND
- Vehicular access
- Pedestrian access
- Best View

Functional Library

- RECEPTION & INFO DESK
- OPEN LOUNGE
- CAFE
- EXHIBITION SPACE
- MULTIPURPOSE HALL/REC CENTRE
- AMPHITHEATRE/SEMINAR ROOM
- COLLABORATIVE WORK ZONE
- INNOVATION/MAKER SPACE
- DIGITAL HUB/TECH ZONE
- STUDY ROOMS (GROUP)
- QUIET STUDY AREA
- WELLNESS ZONE
- PRAYER ROOM
- COUNSELLING ROOM
- ZEN GARDEN
- SUPPORT SPACES
- STORAGE SPACES
- WASHROOMS

CLUSTERS

SOCIAL
- OPEN LOUNGE
- CAFE
- EXHIBITION SPACE
- MULTIPURPOSE HALL
- AMPHITHEATRE/SEMINAR ROOM

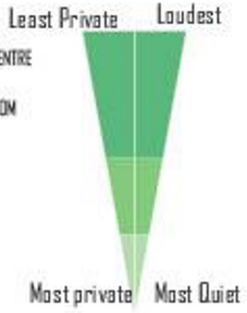
EDUCATIONAL
- COLLABORATIVE WORK ZONE
- INNOVATION SPACE
- DIGITAL HUB/TECH ZONE
- STUDY ROOMS (GROUP)
- QUIET STUDY AREA

WELLNESS
- WELLNESS ZONE
- PRAYER ROOM
- COUNSELLING ROOM
- ZEN GARDEN

SERVICES
- RECEPTION & INFO DESK
- STUDENT SERVICES
- WASHROOMS
- SUPPORT SPACES
- STORAGE SPACES

Privacy Gradient

- CAFE
- COLLABORATIVE WORK ZONE
- MULTIPURPOSE HALL/REC CENTRE
- EXHIBITION SPACE
- AMPHITHEATRE/SEMINAR ROOM
- INNOVATION/ MAKER SPACE
- STUDY ROOMS (GROUP)
- ZEN GARDEN
- QUIET STUDY AREA
- WELLNESS ZONE
- PRAYER ROOM
- DIGITAL HUB/TECH ZONE
- COUNSELLING ROOM

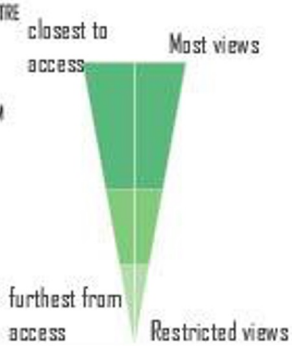


Noise Gradient

- CAFE
- MULTIPURPOSE HALL/REC CENTRE
- AMPHITHEATRE/SEMINAR ROOM
- EXHIBITION SPACE
- COLLABORATIVE WORK ZONE
- INNOVATION/ MAKER SPACE
- DIGITAL HUB/TECH ZONE
- STUDY ROOMS (GROUP)
- QUIET STUDY AREA
- WELLNESS ZONE
- PRAYER ROOM
- COUNSELLING ROOM
- ZEN GARDEN

Access Gradient

- MULTIPURPOSE HALL/REC CENTRE
- CAFE
- COLLABORATIVE WORK ZONE
- EXHIBITION SPACE
- AMPHITHEATRE/SEMINAR ROOM
- PRAYER ROOM
- INNOVATION/ MAKER SPACE
- STUDY ROOMS (GROUP)
- ZEN GARDEN
- QUIET STUDY AREA
- WELLNESS ZONE
- DIGITAL HUB/TECH ZONE
- COUNSELLING ROOM



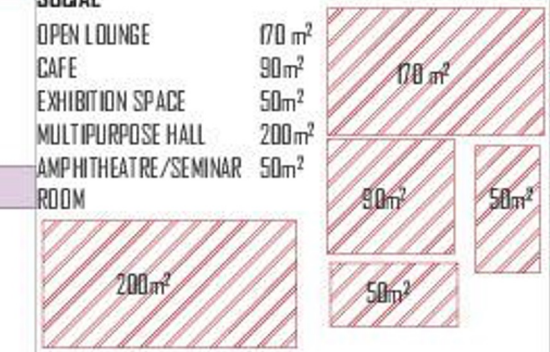
Visual Gradient

- CAFE
- COLLABORATIVE WORK ZONE
- MULTIPURPOSE HALL/REC CENTRE
- EXHIBITION SPACE
- AMPHITHEATRE/SEMINAR ROOM
- INNOVATION/ MAKER SPACE
- STUDY ROOMS (GROUP)
- ZEN GARDEN
- QUIET STUDY AREA
- WELLNESS ZONE
- PRAYER ROOM
- DIGITAL HUB/TECH ZONE
- COUNSELLING ROOM

AREA VOLUME ANALYSIS

SOCIAL

OPEN LOUNGE	170 m²
CAFE	90m²
EXHIBITION SPACE	50m²
MULTIPURPOSE HALL	200m²
AMPHITHEATRE/SEMINAR ROOM	50m²



EDUCATIONAL

COLLABORATIVE WORK ZONE	90 m²
INNOVATION SPACE	60m²
DIGITAL HUB/TECH ZONE	35m²
STUDY ROOMS (GROUP)	60m²
QUIET STUDY AREA	70m²



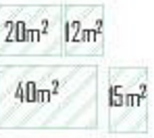
SERVICES

RECEPTION & INFO DESK	15 m²
WASHROOMS	30 x 4= 120m²
SUPPORT SPACES	18m²
STORAGE SPACES	18m²



WELLNESS

WELLNESS ZONE	20m²
PRAYER ROOM	40m²
COUNSELLING ROOM	12m²
ZEN GARDEN	15m²

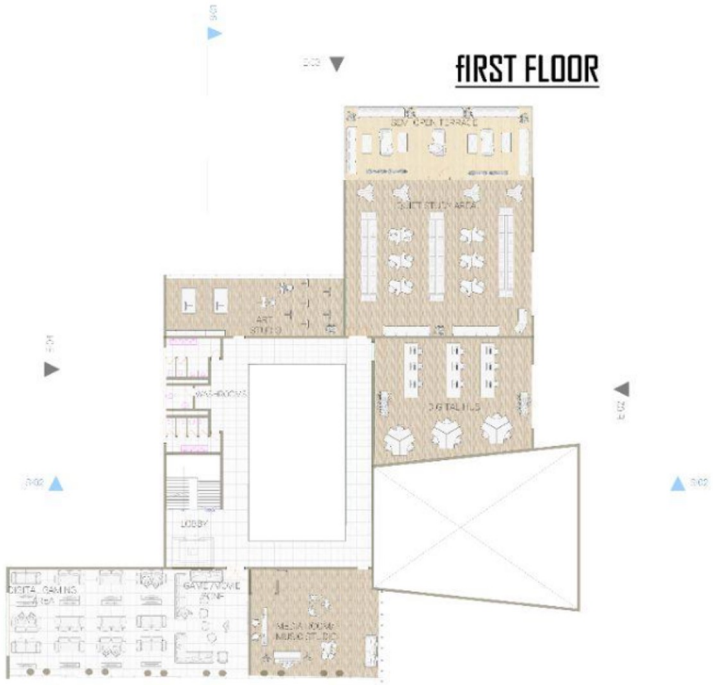


FLOOR PLANS

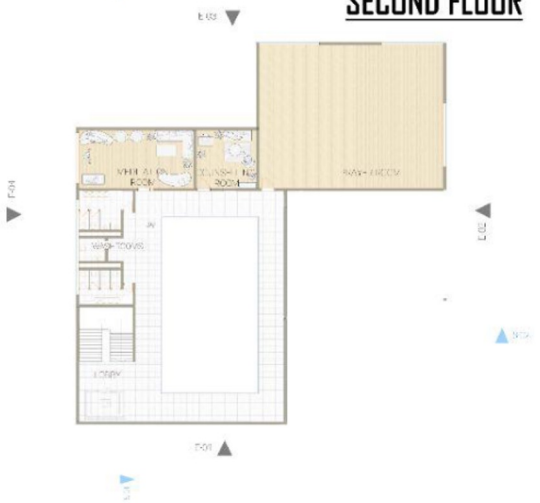
GROUND FLOOR



FIRST FLOOR



SECOND FLOOR



ELEVATIONS

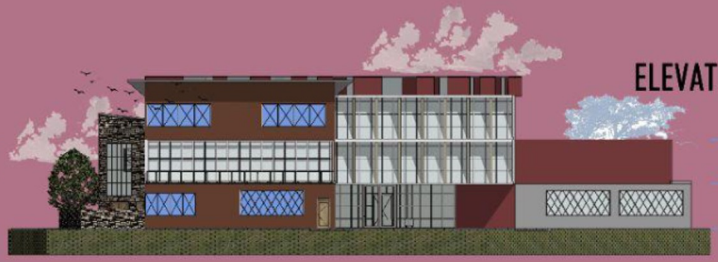
ELEVATION 01



ELEVATION 02

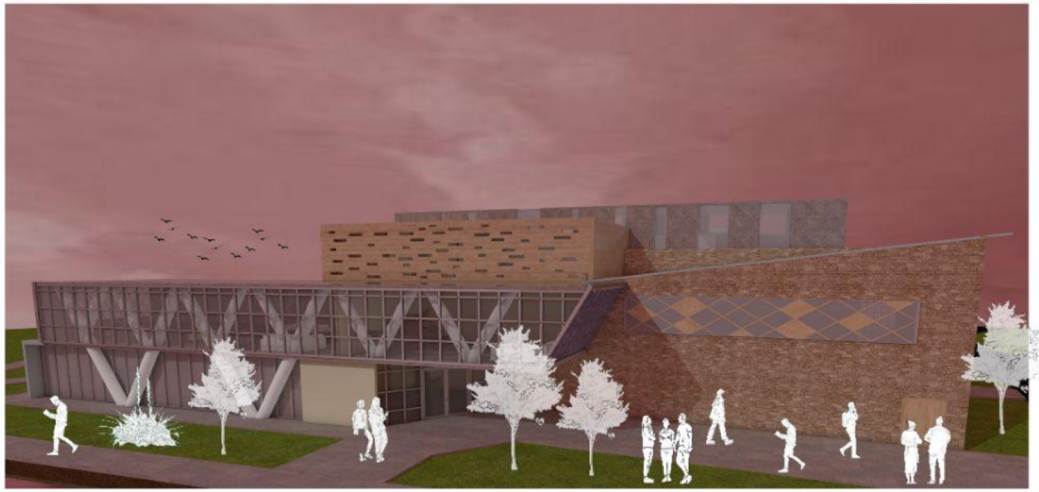


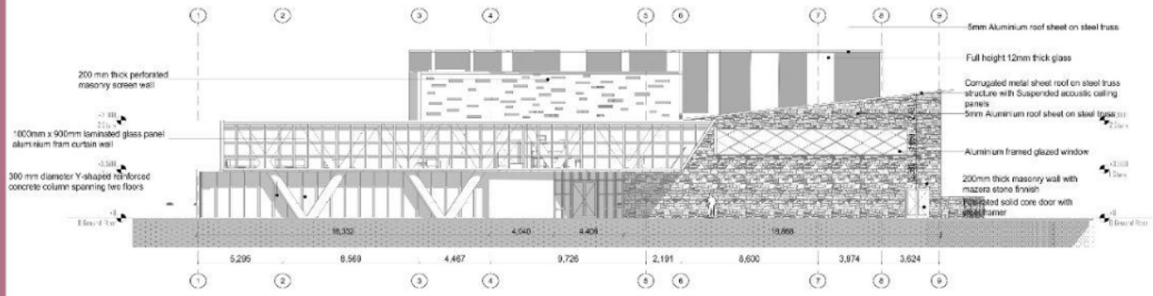
ELEVATION 03

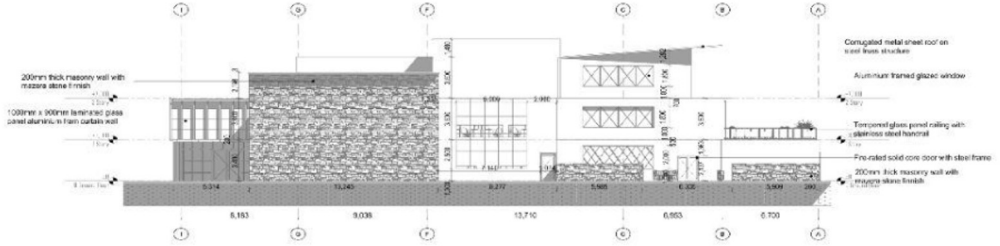


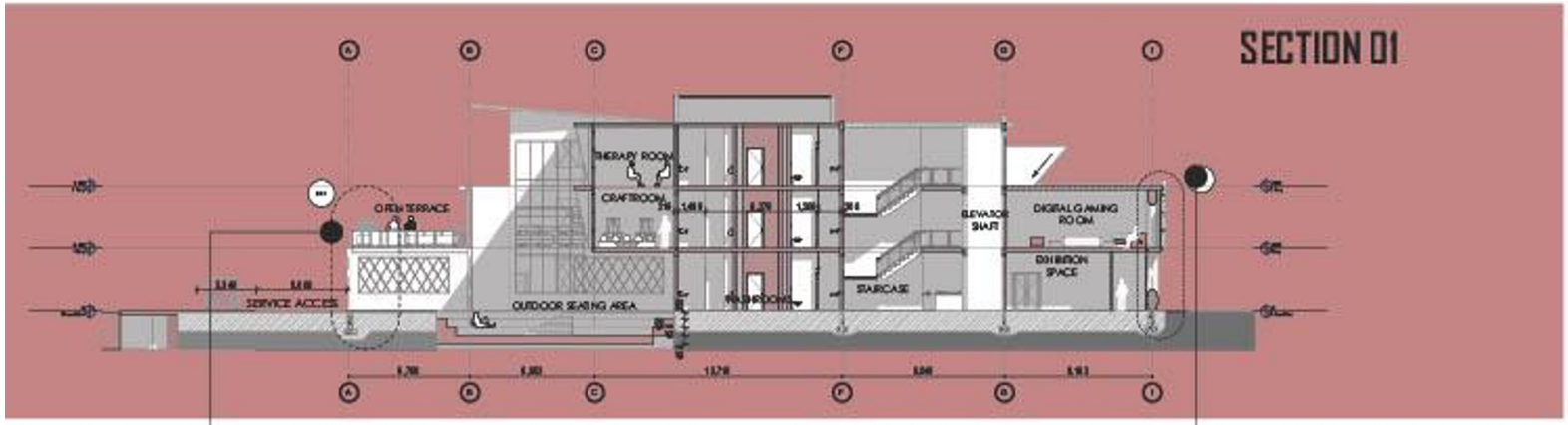
ELEVATION 04

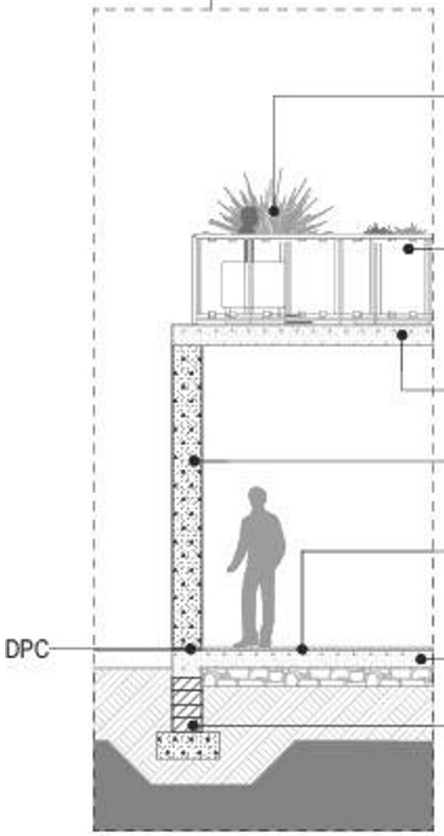






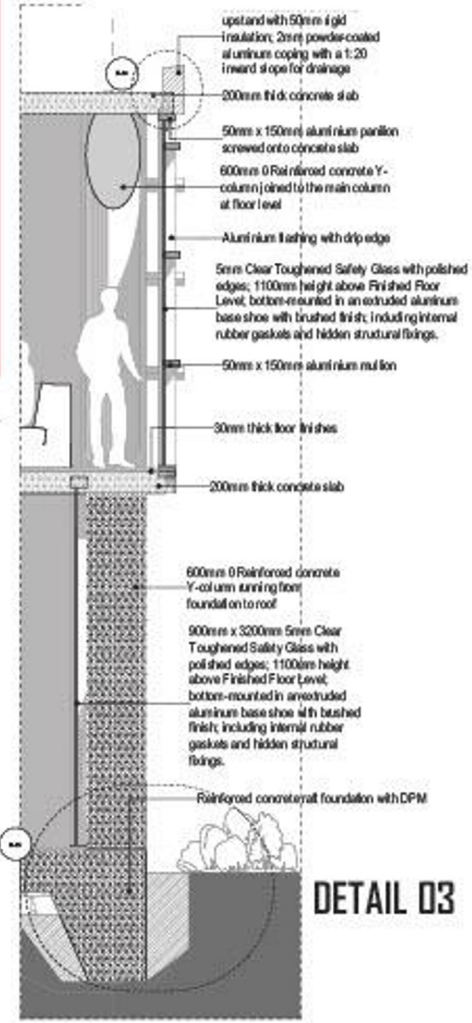




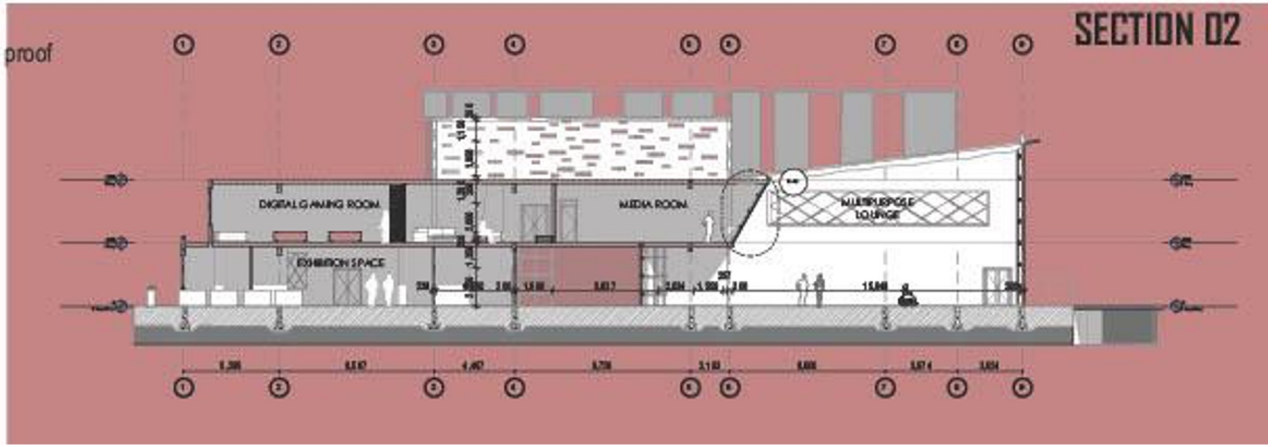


DETAIL 01

The sections and detailed drawings illustrate the building's vertical spatial relationships, structural system, and key construction elements. They show how major spaces are organized across different levels while highlighting components such as reinforced concrete columns, floor slabs, glass balustrades, and foundation details that support the overall architectural design.



DETAIL 03



EXTERIOR 3DS







INTERIOR 3DS





Kenyatta University

Kenyatta University continues to stand at the forefront of higher education in Africa, driven by its commitment to excellence in teaching, research, and community engagement. Over the past year, the University has expanded its investment in infrastructure and digital learning platforms to enhance both in-person and remote study experiences. This focus has ensured that students benefit from world-class academic programmes delivered in an environment that promotes creativity, innovation, and collaboration. As of April 2025, Kenyatta University maintained its high global standing, ranked among the top institutions in Africa for research output, industry partnerships, and alumni impact. The University's emphasis on practical, hands-on training remains central to its mission, enabling graduates to seamlessly integrate into the workplace with industry-ready skills. Strong links with corporate partners, NGOs, and government agencies have led to expanded internship and employment opportunities for students, ensuring that they remain competitive in the global job market.

The Department of Architecture & Interior Design (DAID) has strengthened its role as a leader in sustainable design education, responding to emerging trends and global environmental priorities. In partnership with the School of Engineering and Architecture, the Department has introduced new courses in advanced building technologies, smart city planning, and climate-resilient design, equipping students to address modern urban and rural challenges. The curriculum continues to integrate sustainability principles into every stage of the design process, with an emphasis on energy efficiency, renewable materials, and community-focused development. The department's project-based learning model remains a core feature, giving students real-world problem-solving experience through studio-based projects, industry collaborations, and fieldwork. DAID's faculty—comprising experienced academics and practitioners from Kenya and abroad—have enhanced research and innovation output through collaborative projects, exhibitions, and publications. The Department's modern facilities, including design studios, workshops, laboratories, and digital fabrication labs, have been upgraded to support advanced learning needs. This environment nurtures a new generation of architects and interior designers who are equipped to contribute meaningfully to the evolving built environment, both locally and internationally.

THE TEAM



Dr. Rehab Hamdi Elnaggar (PHD), EEE-EES

Rehab Hamdi Elnaggar is a lecturer, architect and urban designer with 25 years of academic and professional experience. She has been a lecturer at Kenyatta University since 2021. Dr. Elnaggar began her academic journey by earning a Bachelor's degree (BSc Hons) in Architecture and Urban Design from Ain Shams University in 1997. She furthered her education by obtaining a Master's degree (MSc) from the same institution in 2007 and a PhD from Cairo University in 2015.

Dr. Elnaggar's teaching career spans nearly two and a half decades, including her tenure at Arab Academy for Science, Technology and Maritime Transportation (AASTMT) from 2000 to 2019 and at AI Shorouk Academy from 2016 to 2019. Throughout these years, she has demonstrated an unwavering commitment to education and the advancement of architectural knowledge. In parallel with her academic endeavours, Dr. Elnaggar has developed a robust professional practice. Since her graduation, she has designed and supervised the implementation of numerous significant and specialized projects, ranging from hospitals and residential towers to resorts, schools, private residences, showrooms and a variety of interior design projects. Her dual career as an educator and practicing architect highlights her dedication to both the academic and practical dimensions of architecture and urban design.



Prof. Arch. Paul Mwangi Maringa (PHD), CBS, FAAK, MKIP

He is an Adjunct Professor of Architecture and Planning at KU, with 40 years of experience in academics, professional practice and administration management and policy implementation. He has taught various courses, published widely, and served as a referee & editor for academic journals, and research books. Maringa has also worked as a consulting architect/planner for government and private firms in various countries. He is a registered architect and member of several professional bodies. Additionally, he has held senior expatriate roles in Kigali, Rwanda, serving as Ag., Deputy Vice Chancellor AA in KIST; technical expert & master trainer, associate project team leader (SCE) & Senior Expert project management and planning in WDA. He was a long serving State Officer - Principal Secretary in Kenya's Ministry of Transport, Infrastructure, Housing, Urban Development, and Public Works, in three of its five state departments (Public Works, Transport & Infrastructure). He has considerable expertise in sustainable planning & development, urban growth management, and TVET planning.

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ResearchGate: https://www.researchgate.net/profile/Paul-Maringa-2/publications
Academica.Edu: https://jkuat.academia.edu/PaulMwangiMaringa
Amazon: https://www.amazon.com/Books-Prof-Paul-Mwangi-Maringa/s?rh=n%3A283155%2Cp_27%3AProf%2BPaul%2BMwangi%2BMaringa



Arch. Noel Onyango Makaguta

He is an architect with 15 years of experience in design and project management. He holds a bachelor's degree in architecture from the University of Nairobi and a master's in Urban Management. He is currently a PhD candidate in Project Planning and Management. His interests are in Building Information Modelling and Project Management. Makaguta has also worked with AIA Architects and has been involved in several architectural projects including Manda and Malindi Airports for Kenya Airports Authority, Biosafety Level 2 & 3 Laboratory for the Federal Government of Somalia, several branches for Standard Chartered Bank, various residential and hospitality projects, and schools. Other work assignments include site surveys, building audits and document reviews for UNICEF. Additionally, in collaboration with the University of Nairobi Enterprise Services, he has served as the project architect for the KoTDA conference centre and was part of the team that developed the building code for the technopolis. He has presented academic papers at international conferences such as the International Accreditation Conference, Business Technology Conference and ORSEA. He has also reviewed conference submissions for the Academy of Management conference.



Arch. Dr.-Ing. Joseph Kedogo

Arch. Dr.-Ing. Joseph Kedogo is a Registered Architect in Kenya with over 20 years' experience in Professional Practice, Research and Academia in Africa and Europe. He holds a Doctorate in Architecture from the Technical University of Berlin Germany, Masters in Architecture and Planning from the Cologne University of Technology Germany (TH Cologne), Postgraduate Certificate in Planning from KU Leuven Belgium, and Bachelor of Architecture from the University of Nairobi Kenya.

He is the Chairman of the Department of Architecture, Design and Planning in the Faculty of Engineering and the Built Environment of the Technical University of Kenya (TUK), visiting professor or external examiner with TH Cologne, and a Consulting Architect and Director at ComArch Consortium, Nairobi, Kenya. He also serves as an external examiner, visiting professor or advisor with THA Augsburg and TU Berlin in Germany; University of Brasilia, Brazil; Jomo Kenyatta University of Agriculture and Technology and Kenyatta University in Kenya; as well as the UN Habitat and Slum Dwellers International. He has published several scholarly works and supervised and mentored several Bachelors, Masters and PhD students. His research interests are in Sustainable and Inclusive Architecture and Planning that encompasses: Housing and Governance, Urbanism, Community and Humanitarian Architecture, Environmental Design, Policy and Development, History and Theory of Architecture, and Qualitative Research Methods.

Arch. Dr.-Ing. Kedogo is a Corporate Member of Architectural Association of Kenya (AAK) where he belongs to both the Architects and the Environmental Design Consultants Chapter. He is a Corporate Representative and a member of the Governing Council of the AAK. He also serves the Board of registration of Architects and Quantity Surveyors (BORAQS) in the Research and Publication Committee as member, as well as the Architects and Quantity Surveyors Education Board (AQSEB) as an examiner, trainer and mentor. His other mentorship roles include being the Patron of Architectural Students Association of the Technical University of Kenya (ASA TUK), the Patron of Slum Architects of Kenya (SAK), and the Patron of the Association of Engineering Construction and Architecture Students (AESEC). He draws his inspiration from the deep-seated desire to see positive change a more meaningful life for the future generations through good and sustainable architecture and education.



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Part 3: Design Solutions

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