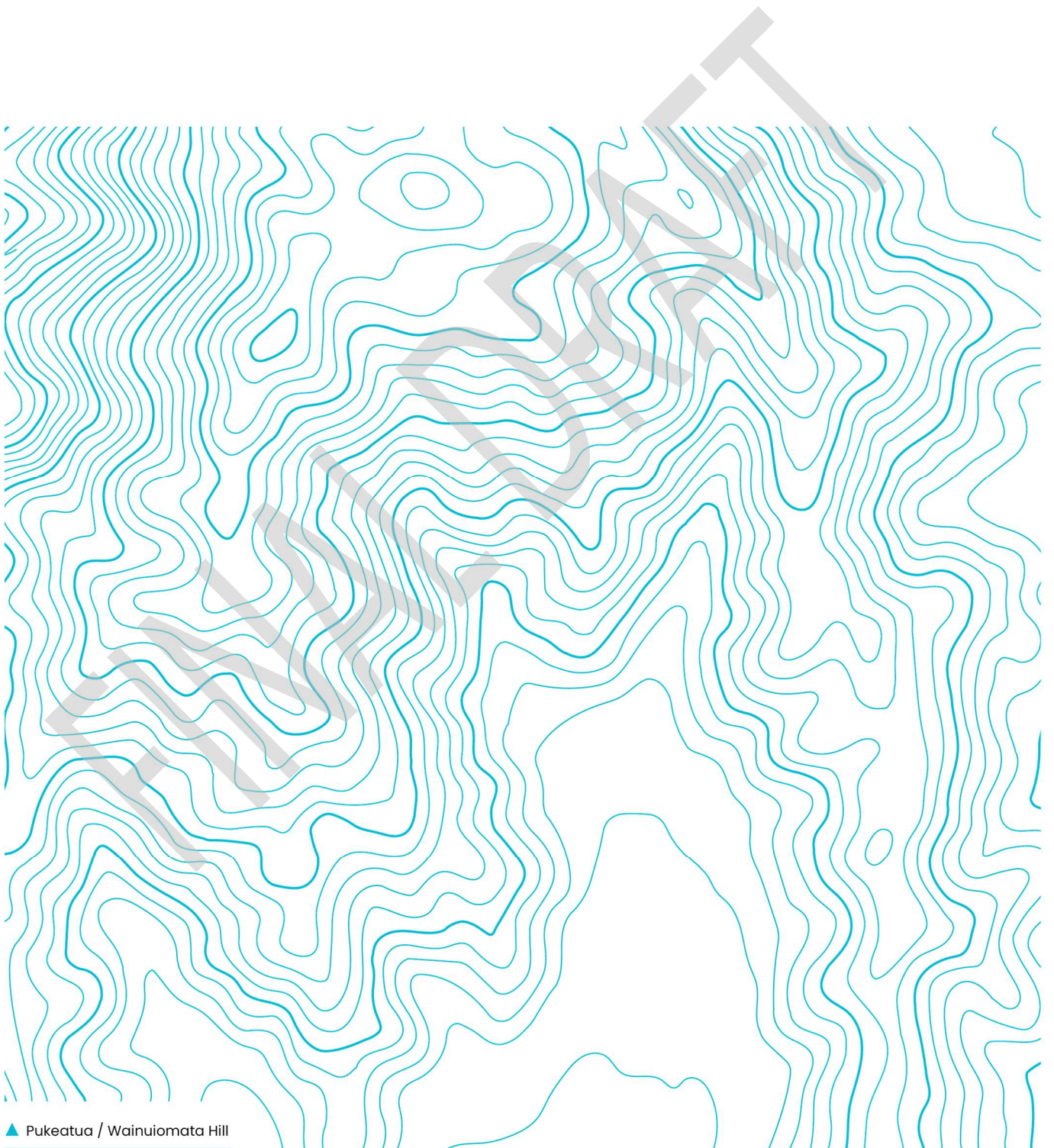


Section 32 Evaluation TERTIARY EDUCATION ZONE



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2 Overview and Purpose

- (1) Hutt City Council is reviewing the City of Lower Hutt District Plan. This is a full review of the District Plan, including the approach to tertiary education activities.
- (2) This report is a record of the review with regard to the Tertiary Education Zone, and includes an evaluation of the objectives, policies and rules of the Tertiary Education Zone of the proposed District Plan, in accordance with the requirements of s32 of the Resource Management Act 1991.
- (3) This report is part of a package of reports for the proposed District Plan. It should be read alongside the other reports prepared for the proposed District Plan, including the General report for matters common to all topics.

Tertiary Education Zone of the proposed District Plan

- (4) The Tertiary Education Zone is a special purpose zone which is proposed to apply to land containing the Petone campus of the Whitireia New Zealand and Wellington Institute of Technology (henceforth referred to collectively as WelTec). As shown and described in the following map and table, the land consists of three non-contiguous portions of land with a total area of 2.5ha, which are located to the south-east of Petone Recreation Ground between Jackson Street and Cuba Street, Pito one.



| Map ref # | Address | Existing activities | Operative District Plan |
|-----------|---|--|--|
| A | 9-11 Elizabeth Street, Petone | O Block (Hair and Beauty) Te Whare Ako (Early Learning Centre) | High Density Residential Activity Area |
| B | 21 and 37 Kensington Avenue, Petone | Tower Block, A Block, B Block, C Block, R Block (containing classrooms, common areas and admin) | High Density Residential Activity Area |
| C | 28 Kensington Avenue, Petone 26 and 28 Kensington Avenue, Petone | P Block – Te Whare Awhina (Māori Student Support) Parking | High Density Residential Activity Area |
| D | 59 Cuba Street, Petone | N Block (engineering) | General Business Activity Area |

- (5) As identified in the above table, the campus is contained within the High Density Residential Activity Area and General Business Activity Area of the operative District Plan. Each of these zones includes provisions for the Tertiary Education Precinct, which encompasses all of the above identified land. The Tertiary Education Precinct also includes 10 Udy Street, which is located to the north-west of Petone Recreation Ground and was used for car parking. However, this was sold by Wel-Tec and is now used for commercial activities which have no association to Wel-Tec or tertiary education activities.
- (6) A Block, B Block and C Block at 21 Kensington Avenue, collectively comprise the former Petone Memorial Technical College, and are heritage listed by Heritage New Zealand Pouhere Taonga. The operative District Plan does not include heritage protection provisions for these buildings, but they are included in the proposed District Plan. Evaluation of historic heritage protection provisions for the proposed District Plan are included in the evaluation report for the Historic Heritage chapter.
- (7) The surrounding activities are predominantly residential, open space (Petone Recreation Ground), with some commercial and light industrial activity surrounding 59 Cuba Street. The wider area includes commercial activities along Jackson Street to the south, and other industrial and commercial activities to the west and north.

3 Statutory and Policy Context

- (8) The following sections discuss the national, regional and local policy framework that are particularly relevant to the statutory and policy context for the Tertiary Education Zone for the District Plan Review.

3.1 Resource Management Act 1991

3.1.1 Section 5 – Purpose and Principles

- (9) The purpose of the RMA is set out in Section 5. The purpose is to promote the sustainable management of natural and physical resources.

- (10) Under s5(2) of the Act, sustainable management means:

managing the use, development, and protection of natural and physical resources in a way, or at a rate, which enables people and communities to provide for their social, economic, and cultural well-being and for their health and safety while—

- (a) *sustaining the potential of natural and physical resources (excluding minerals) to meet the reasonably foreseeable needs of future generations; and*
- (b) *safeguarding the life-supporting capacity of air, water, soil, and ecosystems; and*
- (c) *avoiding, remedying, or mitigating any adverse effects of activities on the environment.*

- (11) The Tertiary Education Zone chapter connects with the purpose of the Act by recognising and providing for the benefits of tertiary education facilities, which enables people and communities to provide for their well-being, while addressing any related adverse effects of these activities on the environment.

3.1.2 Section 6 – Matters of National Importance

- (12) Section 6 of the RMA sets out matters of national importance that all persons exercising functions and powers under the Act shall *recognise and provide for* in achieving the purpose of the RMA. The management of significant risks from natural hazards (s6(h)) is relevant to the Tertiary Education Zone. Properties in the zone are located within Natural Hazard overlays including Medium Hazard overlays for Coastal Inundation and Tsunami. However, provisions pertaining to these matters are located in the Natural Hazards and Coastal Environment chapters, not the Tertiary Education Zone chapter. There are no other s6 matters of particular relevance to the Tertiary Education Zone.

3.1.3 Section 7 – Other Matters

- (13) Section 7 of the RMA sets out other matters that all persons exercising functions and powers under it shall *have particular regard to* in achieving the purpose of the RMA. These include:
- (c) the maintenance and enhancement of amenity values;
 - (f) maintenance and enhancement of the quality of the environment; and
 - (g) any finite characteristics of natural and physical resources (noting the finite nature of large sites in locations suitable for the provisions of tertiary education activities at scale).

- (14) These matters are relevant to the activities and built development that will be provided for in the Tertiary Education Zone.

3.1.4 Section 8 – Treaty of Waitangi

- (15) Section 8 of the RMA requires Council to take into account the principles of the Treaty of Waitangi when exercising functions and powers under the Act.
- (16) Council has engaged with Mana Whenua of Lower Hutt as part of the District Plan Review, including with representatives of Taranaki Whānui ki te Upoko o te Ika (Port Nicholson Block Settlement Trust), Wellington Tenth

Trust, Palmerston North Māori Reserve Trust, Te Rūnanganui o Te Āti Awa ki Te Upoko o Te Ika a Māui Incorporated and Te Rūnanga o Toa Rangatira Incorporated.

- (17) This engagement has demonstrated two key principles of the treaty, the first being the principle of partnership by, recognising and fostering mutual good faith with our existing iwi partnerships and continuing to provide the opportunities for tangata whenua to input meaningfully into the design of the Tertiary Education Zone.
- (18) Secondly, the principle of active protection is another key aspect of the treaty principles demonstrated, as it seeks ways to deliver mixed and culturally dynamic communities in a sustainable way.

3.2 National Policy Statements

- (19) Section 75(3)(a) of the RMA requires district plans to give effect to any national policy statement.
- (20) The National Policy Statement on Urban Development 2020 (NPS-UD) has some relevance for the Tertiary Education Zone.
- (21) The relevant objectives and policies of the NPS-UD are discussed below:

National Policy Statement on Urban Development 2020

The NPS-UD directs Councils to enable well-functioning urban environments that provide for the social, economic and cultural wellbeing of people. The following objectives and policies are particularly of relevance to the Tertiary Education Zone:

- Objective 1 – Well-functioning urban environments that enable people and communities to provide for health, safety and wellbeing.
- Objective 3 – District Plans enable more people to live in, and more businesses and community services to be located in, areas of urban environment where the area is within or near a centre zone, is well-served by public transport and there is high demand for housing or business land. Community services is defined to include educational facilities.
- Policy 1 – Planning decisions contribute to well-functioning urban environment that – (c) have good accessibility for all people between

housing, jobs, community services, natural spaces and opens spaces, including by way of public or active transport.

- Policy 3 -District Plans enable within or adjacent to centre zones, building heights and densities commensurate with the level of commercial activity and community services.
- Policy 10 – Local authorities engage with providers of additional infrastructure to achieve integrated land use and planning. Additional infrastructure is defined as including social infrastructure such as schools and healthcare facilities.
- Part 3 – Implementation: Local authorities must provide sufficient development capacity for housing and business land, and must be satisfied that the additional infrastructure to service the development capacity is likely to be available.

3.3 New Zealand Coastal Policy Statement

- (22) The New Zealand Coastal Policy Statement 2010 (NZCPS) sets out the objectives and policies in order to achieve the purpose of the RMA in relation to the coastal environment. Section s75(3)(b) of the RMA requires district plans to give effect to the NZCPS. However, the NZCPS is not relevant for the Tertiary Education Zone.

3.4 National environmental standards

- (23) National environmental standards (NES) prescribe technical standards, methods or requirements at a national level. There are no national environmental standards which are relevant to the Tertiary Education Zone.

3.5 National Planning Standards

- (24) Section 75(3)(ba) of the RMA requires district plans to give effect to national planning standards.

(25) Standard 8 of the National Planning Standard (the Zone Framework Standard) specifies the zones that can be implemented through district plans, including the Tertiary Education Zone.

(26) The Standard gives the following description of the Tertiary Education Zone:

Areas used predominantly for the operation and development of tertiary education facilities and associated activities.

3.6 Regional Policy Statement for the Wellington Region

(27) The Regional Policy Statement for the Wellington Region ('the RPS') identifies the significant resource management issues for the region and outlines the policies and methods required to achieve the integrated sustainable management of the region's natural and physical resources.

(28) Section 75(3)(c) of the RMA requires district plans to give effect to regional policy statements. No objectives or policies in the RPS relate to the Tertiary Education Zone.

3.7 Proposed Plan Change 1 to the Regional Policy Statement for the Wellington Region

(29) Section 74(2)(a)(i) of the RMA requires territorial authorities, when preparing and changing their district plan, to have regard to any proposed regional policy statement. No objectives or policies of Plan Change 1 to the RPS relate to the Tertiary Education Zone.

(30) The decisions version of Proposed Change 1 to the RPS was published on 4 October 2024. No objectives or policies of Plan Change 1 to the RPS relate specifically to the Tertiary Education Zone. However, Plan Change 1 does include provisions which provide general direction to urban development. This includes Policy CC.4 which directs that district plans shall include provisions which contribute to achieving a wider target of 10% tree canopy

at a suburb-scale by 2030, and 30% cover by 2050. This may be relevant for the Tertiary Education Zone to the extent that landscaping and mature trees may need to be retained and promoted within the zone in order to contribute to meeting these targets.

3.8 Natural Resource Plan for the Wellington Region

- (31) Under section 75(4)(b) of the RMA, a district plan must not be inconsistent with a regional plan for any matter specified in section 30(1) of the RMA (which lists functions of regional councils under the Act). The Natural Resources Plan is the only regional plan for the Wellington region. However, no provisions in the operative Natural Resources Plan relate to the Tertiary Education Zone.
- (32) Section 74(2)(a)(ii) of the RMA requires territorial authorities, when preparing and changing their district plan, to have regard to any proposed regional plans with regard to any matter of regional significance or for which the regional council has primary responsibility under Part 4 of the Act. Greater Wellington Regional Council has proposed a change to the Natural Resources Plan (Proposed NRP Change 1). However, no provisions in Proposed NRP Change 1 are relevant for the Tertiary Education Zone.

3.9 Iwi management plans

- (33) Section 74(2A) requires territorial authorities, when preparing or changing a district plan, to take into account any relevant planning document recognised by an iwi authority and lodged with the territorial authority, to the extent that its content has a bearing on the resource management issues of the district.
- (34) No iwi management plans have been lodged with the Council.

3.10 Hutt City Council plans, policies, and strategies

- (35) Section 74(2)(b)(i) of the RMA requires the Council to have regard to management plans and strategies prepared under other Acts. In addition, there are other plans, policies and strategies of Council that should be considered as part of the District Plan Review as they set Council's intentions on some matters that need to be addressed through the District Plan Review.
- (36) The following Council plans, policies and strategies are relevant for the Tertiary Education Zone:
- P2040 Petone Spatial Plan
 - Taonga Tuku Iho - Heritage Policy 2021
- (37) The relevance of P2040 is discussed below. The relevance of Taonga Tuku Iho - Heritage Policy for the District Plan Review is addressed through the evaluation report for the Historic Heritage chapter.

| Plan/Policy/Strategy | Comment |
|---------------------------|---|
| P2040 Petone Spatial Plan | The plan identifies the WelTec buildings as creating an unsympathetic juxtaposition in design and scale with adjoining residential activities. The N Block at 59 Cuba Street is setback from the street behind a large car park. The plan identifies the opportunity for WelTec to develop a stronger address on both Cuba Street and Petone Recreation Ground. |

3.11 District plans of adjacent territorial authorities

- (38) Under section 74(2)(c) of the RMA, the Council is required to have regard to the extent to which the District Plan needs to be consistent with the

plans of proposed plans of adjacent territorial authorities. The Tertiary Education Zone contains provisions for tertiary educational facilities, which although they may have regional significance, are wholly contained within a defined 2.5 ha precinct entirely within Lower Hutt's territorial boundaries. There is not considered to be a high need of consistency with provisions in district plans of adjacent territorial authorities as they relate to tertiary education activities.

3.12 Other statutory and non-statutory plan, policies, and strategies

- (39) In addition to Hutt City Council's plans, policies and strategies (discussed above), there are regional and national plans, policies and strategies that, while not mandatory considerations for the District Plan Review, should still be considered as they form part of the management regime for natural and physical resources in the district, and considering these documents can aid integrated management. However, there are no other statutory or non-statutory plans of relevance to the Tertiary Education Zone.

3.13 Other legislation or regulations

- (40) In addition to the RMA, other legislation and regulations can be relevant considerations for a district plan, particularly where management of an issue is addressed through multiple pieces of legislation and regulatory bodies.
- (41) The Education and Training Act 2020 establishes the legal framework for the education system, including early childhood education, compulsory schooling, international education and tertiary education.

4 Resource management issues

4.1 Background

- (42) An overview of activities on sites proposed for inclusion in the Tertiary Education Zone as well as surrounding land uses is included in Section 2 of this report.
- (43) The determination of resource management issues for the Tertiary Education Zone, and the options for addressing those issues, has involved:
- A review of the statutory and strategic context (outlined in Section 3 of this report),
 - A review of the existing approach of the District Plan,
 - A review of information on recent resource consents and compliance for activities on sites proposed to be located in the Tertiary Education Zone,
 - A review of the approaches of other district plans, and
 - Engagement with the tertiary education provider, Mana Whenua, the community and other stakeholders (including engagement on a draft District Plan).

4.2 Evidence base

4.2.1 Existing approach of City of Lower Hutt District Plan

- (44) Under the operative District Plan, sites within the proposed Tertiary Education Zone are in a combination of the High Density Residential Activity Area and General Business Activity Area (see the location map and table in Section 2 of this report for details).

- (45) The *High Density Residential Activity Area* chapter in the operative district plan, does not include a specific objective for the Tertiary Education Precinct. Objective 4G 4.2.2 identifies that residential activities are the dominant activities in the zone, and non-compatible activities are compatible with the amenity levels of high density residential development.
- (46) The chapter includes a section containing a policy and rules for activities within the Tertiary Education Precinct. Principal tertiary education activities are enabled as permitted activities, and ancillary tertiary education activities (including car parking and student accommodation) are provided for as restricted discretionary activities. Rules for construction or alteration of buildings control the extent of the setback from road frontage (no more than 5.5m) and require buildings on corner sites to address the primary frontage.
- (47) The *General Business Activity Area* chapter includes an objective to accommodate non-industrial activities which do not cause adverse effects on amenity values, which is supported by a policy to accommodate tertiary education activities in the Tertiary Education Precinct. In this zone, tertiary education activities within the precinct which meet building control standards are permitted, or otherwise are restricted discretionary activities.
- (48) Activities regulated in both these zone chapters are also subject to compliance with the general rules contained in chapter 14.
- (49) A scoping paper for the District Plan Review for the tertiary education topic concluded the operative provisions are reasonably effective and efficient in providing for tertiary education activities while managing adverse effects. The scoping paper also suggested the following desired outcomes for tertiary education at the WelTec site:
- The ongoing operation of WelTec tertiary institute is provided for.
 - Any future development of the WelTec site is consistent with the amenity of the surrounding area.

4.2.2 Analysis of other District Plans

(50) Current practice has been considered in respect of this topic, with a review undertaken of the following District Plans:

- Auckland Unitary Plan,
- Proposed Dunedin District Plan,
- Christchurch District Plan,
- Proposed Porirua District Plan (decisions version), and
- Proposed Wellington District Plan.

(51) Summary of key findings:

- Most of the district plans reviewed provided a Tertiary Education Zone or equivalent, which encompassed select tertiary institutions. However, other tertiary institutions may be covered elsewhere in other zone chapters. One example included a tertiary education precinct within a commercial zone:
- Objectives typically address the following matters:
 - Meeting the education needs of students, and in some cases facilitating research and development.
 - Providing for the regional (or higher) significance of the tertiary institution.
 - Providing for tertiary education activities and ancillary activities within the zone.
 - Providing for other activities where they are compatible with the purpose of the zone.
 - Identifying the character of development within the zone.
 - Managing adverse effects on the amenity and character of the surrounding area
- In all cases, tertiary education activities and ancillary activities are enabled as permitted activities

- The approach to other activities is variable, but in most cases there is some provision for activities which are compatible with tertiary education activities.
- Each chapter includes a suite of development controls or standards which control building size and location, which is typically reflective of the underlying zoning and character. In most (but not all) cases, there is specific direction towards considering interface issues, particularly where adjoining residential areas, when managing effects from activities or buildings.

4.2.3 Advice from mana whenua

(52) From a general perspective, Mana Whenua have been clear and consistent in their direction and vision throughout the district plan consultation process, which has been led by the conceptual desire to continue to connect to their ancestral lands and work with Council via the treaty to achieve the purpose of section 5 of the Act in a sustainable manner whilst respecting both tikanga (traditional customs) and Te Taiao (the environment).

4.2.4 Stakeholder and community engagement

(53) Feedback received from WelTec during preparation of the draft District Plan, was the desire for the zone to continue to provide for development of the facility. Council released the draft District Plan for public feedback in late 2023. The only feedback received in relation to the draft Tertiary Education Zone was that the status quo be retained.

4.3 Summary of issues analysis

(54) Based on the above sources of information, the key resource management issues are identified as follows:

4.3.1 Providing for tertiary education activities

(55) The WelTec facilities provide tertiary education facilities which contribute to the economic and social wellbeing of the region and its communities.

- (56) To ensure these benefits are continued, there is a need that tertiary education activities are the activities principally provided for in this location. There is also a need to provide for other activities which support tertiary education activities and which make efficient use of the site.

4.3.2 Character of the Tertiary Education Zone

- (57) Buildings and site facilities need to support the functional and operational requirements of tertiary education activities. This may require some buildings to be large in scale. There is also a need to ensure legibility for persons accessing the campus from the surrounding environment or navigating the dispersed precincts of the campus. Open and landscaped areas can provide relief from built-up areas and contribute to legibility and on-site amenity within the zone and the surrounding area.

4.3.3 Manage adverse effects

- (58) The Tertiary Education Zone is a special purpose zone. The buildings and activities provided for within the zone can be of a scale and nature which contrasts with the activities which are provided for in surrounding zones. Particularly where located near zone boundaries, there is a need to manage the effects of buildings and activities whereby they do not compromise the planned character and amenity values of those zones.

5 Scale and significance assessment

(59) In writing this evaluation report we must provide a level of detail that corresponds to the scale and significance of the environmental, economic, social, and cultural effects anticipated from the implementation of the proposal.

(60) In assessing that scale and significance we have had regard to:

| | |
|--|---|
| Matters of national importance | There are no matters of national importance of particular relevance to the Tertiary Education Zone. |
| Other matters | Other matters of relevance to this topic include the maintenance and enhancement of amenity values and the quality of the environment and finite characteristics of natural and physical resources. |
| Degree of change from the operative plan | There are moderate changes to the structure of the provisions and to the scope of activities enabled in the zone. However, there is not significant change to the intent and substance of the chapter compared to the operative provisions for the Tertiary Education Precinct. |
| Geographic scale of effects | The scale of adverse effects is limited to the zone, which is a relatively small defined area, and the immediately surrounding area. The benefits of |

| | |
|-------------------------------------|---|
| | activities enabled in the zone is potentially region-wide. |
| Number of people affected | Adverse effects will generally be limited to persons within the zone or surrounding area. There will be a greater number of persons within the wider region benefiting from activities enabled in the zone. |
| Duration of effects | Will vary by project. Construction effects will typically be short-term. Effects related to building bulk will be locked in for a long time. |
| Economic impacts | Moderate to high due to the significance of the activities in the zone as an employment hub, as well as upskilling the workforce in Lower Hutt and the wider region. |
| Social and cultural impacts | Moderate – Activities in the zone can be centres for community interaction, supporting social and cultural cohesiveness. |
| Environmental impacts | Low – Will generally be limited to within the zone and immediate surrounds. |
| Health and safety impacts | Low – There are no particular health and safety impacts related to activities enabled in the zone. |
| Degree of interest from Mana Whenua | Mana Whenua has not expressed a particular interest in this part of the District Plan Review. |
| Degree of interest from the public | Low. Provisions are primarily of interest to owners and occupiers of sites within the |

| | |
|-------------------------------|---|
| | zone and the immediate surrounding area. |
| Degree of risk or uncertainty | Low – The provisions enable the continuation of long-established activities, the issues of which are well understood. |

- (61) Accordingly, the overall scale and significance of the effects of Infrastructure are **low**, particularly given the zone is small and potential adverse effects from development within the zone would impact a small area.

6 Proposed District Plan objectives and provisions

6.1 Overview of proposed provisions

(62) The Tertiary Education Zone has four objectives. These objectives and their respective implementing provisions are identified below. The proposed provisions are set out in full in the proposed District Plan, which should be read in conjunction with this evaluation report.

(63) **TEDZ-O1 – Purpose of the zone**

The Tertiary Education Zone contributes to well-functioning urban environments through the provision of tertiary education activities in a location which is close to population and commercial centres and accessible by active and public transport.

TEDZ-O2 – Activities in the zone

The Tertiary Education Zone:

1. *Predominantly provides for tertiary education activities, and*
2. *Provides for other activities that:*
 - a. *Are compatible with the purpose and planned character of the zone,*
 - b. *Are an efficient use of the land, and*
 - c. *Support the health and wellbeing of people and communities in the surrounding area.*

(64) TEDZ-O1 and TEDZ-O2 are implemented by the following provisions:

- TEDZ-P1 Enabled activities
- TEDZ-P2 Potentially incompatible activities
- TEDZ-P3 Incompatible activities
- These policies are collectively implemented by activity rules TEDZ-R4 to TEDZ-R12 and TEDZ-R14, which each set an activity status for a

different activity type, with a permitted activity status for tertiary education activities, and a discretionary or non-complying activity status for activities that are either compatible or potentially compatible for the zone.

(65) **TEDZ-03 – Planned urban environment of the zone**

The planned urban environment of the Tertiary Education Zone is characterised by development that:

1. *Includes buildings of a sufficient scale to accommodate tertiary education facilities and ancillary activities, and*
2. *Includes open space and landscaped areas, either within the zone or in the surrounding area, to provide outdoor amenity for staff, students, and visitors.*

(66) TEDZ-03 is implemented by the following provisions:

- TEDZ-P4 Built development, implemented by:
 - TEDZ-R1 Repair and maintenance of buildings and structures
 - TEDZ-R2 Demolition and removal of buildings and structures
 - TEDZ-R3 Construction and alteration of buildings and structures. This rule requires compliance with standards for building bulk and landscaping (TEDZ-S1 to TEDZ-S6).
- TEDZ-P6 Open space and landscaping, implemented by:
 - TEDZ-R13 Carparking areas
 - TEDZ-R15 Outdoor storage and work areas
 - These rules require compliance with standards for landscaping and screening (TEDZ-S6 to TEDZ-S8).
- TEDZ-P5 Urban design outcomes, which is implemented by each of TEDZ-R3, TEDZ-R13 and TEDZ-R15 as identified above.

(67) **TEDZ-04 – Adverse effects**

Adverse effects of activities and development are effectively managed within the zone, and at interfaces with adjoining zones.

(68) TEDZ-O4 is implemented by the following provisions:

- TEDZ-P5 and TEDZ-P6 and supporting rules and standards, as identified above.
- TEDZ-P7 Managing adverse effects at zone interfaces, implemented by:
 - TEDZ-R16 Servicing. There are no applicable standards for this rule.

FINAL DRAFT

7 Evaluation of objectives

- (69) This section is the evaluation of objectives, as required through s32(1)(a) of the RMA.
- (70) An objective is a statement of what is to be achieved through the resolution of a particular resource management issue. A district plan objective should set out a desired end state to be achieved through the implementation of policies and rules.
- (71) Under s75(1)(a) of the Resource Management Act, a district plan must state the objectives for the district.
- (72) Under s32(1)(a) of the Resource Management Act, an evaluation report required under the Act must examine the extent to which the objectives of the proposal being evaluated are the most appropriate way to achieve the purpose of the RMA. The purpose of the RMA, as stated in s5(1) of the Act, is to promote the sustainable management of natural and physical resources.
- (73) The four objectives of the Tertiary Education chapter are intended to be read as a collective, and have been grouped together for the purpose of this evaluation.

TEDZ-O1 – Purpose of the zone

The Tertiary Education Zone contributes to well-functioning urban environments through the provision of tertiary education activities in a location which is close to population and commercial centres and accessible by active and public transport.

TEDZ-O2 – Activities in the zone

The Tertiary Education Zone:

- 1. Predominantly provides for tertiary education activities, and*
- 2. Provides for other activities that:*
 - a. Are compatible with the purpose and planned character of the zone,*
 - b. Are an efficient use of the land, and*

- c. *Support the health and wellbeing of people and communities in the surrounding area.*

TEDZ-O3 – Planned urban environment of the zone

The planned urban environment of the Tertiary Education Zone is characterised by development that:

- 1. Includes buildings of a sufficient scale to accommodate tertiary education facilities and ancillary activities, and*
- 2. Includes open space and landscaped areas, either within the zone or in the surrounding area, to provide outdoor amenity for staff, students, and visitors.*

TEDZ-O4 – Adverse effects

Adverse effects of activities and development are effectively managed within the zone, and at interfaces with adjoining zones.

Relevance

- TEDZ-O1 identifies the purpose of the Tertiary Education Zone as being to provide tertiary education activities in a location which is suitable to support well-functioning urban environments, and TEDZ-O2 identifies that tertiary education activities are to be the activities provided in the zone. Together, these objectives address issue 4.3.1 as they provide for the significance of tertiary education activities in this location to the economic and social wellbeing to the local community and wider region.
- TEDZ-O3 addresses issue 4.3.2 by identifying the planned urban environment for the zone, with characteristics including large buildings and landscaped areas, which support the functional and operational requirements of tertiary education facilities.
- TEDZ-O4 addresses Issue 4.3.3 by stating outcomes for managing the adverse effects of activities which are provided for in the zone.

Usefulness

- TEDZ-O1 and TEDZ-O2 make clear what activities are intended to occur in the zone and why (providing for benefits of tertiary education activities to well-functioning urban environments). This is particularly useful in guiding what activities beyond tertiary education activities would be suitable in the zone (activities which complement tertiary education activities and are consistent with the zone purpose).

- The character outcomes in TEDZ-O3, are particularly useful in guiding built development and urban form in a way which is cognisant of the needs of tertiary education facilities.
- TEDZ-O4 is useful in highlighting that the zone interfaces are particular areas where adverse effects need to be managed.
- Collectively the objectives enable the tertiary education activities which provide for the social and economic well-being of people and communities in a way which supports the purpose of the RMA.
- Supports the Council function of controlling the actual or potential effects of use and development (a function under s31(1)(b) of the RMA).

Reasonableness

- Given the significance of tertiary education activities in this location to the economic and social wellbeing of people and communities in Lower Hutt and the wider region, it is appropriate for the District Plan to continue to enable these and supporting activities, and to define the expected urban environment in relation to the activities which are enabled within the zone. It is reasonable to seek for the effects of activities enabled within the zone to be managed, particularly in relation to the interfaces with other zones that have different character and amenity expectations.

Achievability

- Can be achieved without imposing a significant regulatory burden on network utility operators providing and operating infrastructure under the District Plan (although the policies and rules that implement the objective would have a greater influence on this).
- The provisions enable the continuation of established tertiary education activities and their continued development. The outcomes sought by TEDZ-O1 to TEDZ-O4 relate to activities and effects long established and managed within the zone. The objectives are therefore consistent with existing uses and community expectations for the zone, and can be achieved without imposing a significant regulatory burden on tertiary education providers.

Alternatives

- **Status quo – no objectives or special purpose zone, with a Mixed Use Zone or Light Industrial Zone**

The operative District Plan does not include a Tertiary Education Zone or direct equivalent. The main part of the WelTec campus (with frontage to Kensington

Avenue and Elizabeth Street) is located within the High Density Residential Activity Area. The N Block (with frontage to Cuba Street) is located in the General Business Activity Area. Both of these zones have provisions for a Tertiary Education Precinct, however no overarching objective which specifies outcomes for tertiary education activities.

The reasonably practical version of this approach for the proposed District Plan would be not to include a Tertiary Education Zone, instead including the main part of the campus in the Mixed Use Zone. The provisions of this zone broadly provide for a range of activities including educational activities. The N Block (used for engineering and mechanical training) could be located in the Light Industrial Zone which reflects its use and the zoning of adjoining sites. The provisions of this zone would enable the continued use of the site for educational activity.

This alternative is not proposed, as without objectives it does not provide sufficient support for the benefits of tertiary education activities to the community, which is a particular issue if a redevelopment did not comply with the rules and standards of the respective zoning.

- **More specific outcomes for character of zone and managing effects**

TEDZ-O3 and TEDZ-O4 set broadly defined outcomes for the expected character of the zone and for managing adverse effects.

An alternative approach would be to set more specific outcomes within the objectives. This may include specifying building heights or height transitions between zones, targets for open space or landscaping provision, and direction on managing specific adverse effects to a specific standard.

The alternative is not proposed as the broad framing of the objectives ensures flexibility to accommodate the needs of tertiary education activities, whereby the objectives are effective in responding to issue 4.3.2. The sites are already built up whereby a target for open space areas expressed in the objective would not be useful. However, the outcomes in TEDZ-O3 pertaining to open space and landscaped areas is still relevant and useful as it provides direction for the redevelopment of sites to incorporate landscaping, and consider opportunities to integrate and respond to adjacent open space areas. Broad framing is appropriate for objectives where supported by more detailed implementing provisions.

Summary

The objectives are relevant and useful as they recognise the purpose of the zone as for tertiary education, and provides for these activities to occur within the zone. The outcomes for built character reflect the needs of activities on site, while the outcomes for managing adverse effects usefully highlight interface issues. The objectives reflect the established, and support the expected continued, uses within the zone, whereby they will not impose a significant regulatory burden and are reasonable and achievable.

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8 Evaluation of Policies and Rules

- (74) Policies and rules implement, or give effect to, the objectives of a plan.
- (75) Policies of a district plan are the course of action to achieve or implement the plan's objective (i.e. the path to be followed to achieve a certain, specified, environmental outcome). Rules of a district plan implement the plan's policies, and have the force and effect of a regulation.
- (76) Under s32(1)(b) of the Resource Management Act, an evaluation report required under the Act must examine whether the provisions in the proposal are the most appropriate way to achieve the objectives by—
- (i) *identifying other reasonably practicable options for achieving the objectives; and*
 - (ii) *assessing the efficiency and effectiveness of the provisions in achieving the objectives; and*
 - (iii) *summarising the reasons for deciding on the provisions.*
- (77) Under s32(2) of the Resource Management Act, the assessment of the efficiency and effectiveness of the provisions must:
- (a) *identify and assess the benefits and costs of the environmental, economic, social, and cultural effects that are anticipated from the implementation of the provisions, including the opportunities for—*
 - (i) *economic growth that are anticipated to be provided or reduced; and*
 - (ii) *employment that are anticipated to be provided or reduced; and*
 - (b) *if practicable, quantify the benefits and costs referred to in paragraph (a); and*

- (c) *assess the risk of acting or not acting if there is uncertain or insufficient information about the subject matter of the provisions.*

Note on the structure of this evaluation

- (78) The evaluation of policies and rules is grouped as follows:
- Provisions which implement TEDZ-O1 and TEDZ-O2:
 - TEDZ-P1 Enabled activities
 - TEDZ-P2 Potentially incompatible activities
 - TEDZ-P3 Incompatible activities
 - Rules TEDZ-R4 to TEDZ-R12 and TEDZ-R14
 - Provisions which implement TEDZ-O3 and TEDZ-O4:
 - TEDZ-P4 Built development
 - TEDZ-P5 Urban design outcomes
 - TEDZ-P6 Open space and landscaping
 - TEDZ-P7 Managing adverse effects at zone interfaces
 - Rules TEDZ-R1 to TEDZ-R3, TEDZ-R13, TEDZ-R15 and TEDZ-R16
- (79) Notwithstanding the grouping of the evaluation as identified above, it is acknowledged that some provisions are relevant to other objectives other than those of their grouping. For example, TEDZ-P4 and TEDZ-P5 provide for built development which supports the purpose of the zone (TEDZ-O1). However, the grouping of the provisions is based on which objectives they implement most directly.

Quantification of benefits and costs

- (80) Specific quantification of all benefits and costs associated with the proposed District Plan is considered neither practicable nor readily available. In general, a qualitative assessment of costs and benefits associated with the proposed District Plan is considered sufficient, and this is provided for in the below evaluation of policies, rules and other methods. However, where practicable and considered appropriate to supporting the evaluation, some of the benefits or costs associated with the proposed District Plan have been quantified. The identification of costs and benefits has been informed by the body of evidence outlined in section 4.2 of this report.

Risk of acting / not acting if information is uncertain or insufficient

- (81) The evidence base which has informed the preparation of the provisions of the Tertiary Education Zone chapter is identified in section 4.2 of this report. The Tertiary Education Zone provides for the continued use and potential expansion of long-established tertiary education activities. The issues concerning these activities in this location, including in relation to issues of built character and at zone interfaces, are generally well understood. As such, there is sufficient information on which to base these provisions.
- (82) To the extent that any information is uncertain or insufficient, the risk of not acting may be that the benefits of tertiary education activities to well-functioning environments are not fully realised, or adverse effects are not appropriately managed.

8.1 Evaluation of provisions implementing TEDZ-O1 and TEDZ-O2

- (83) **TEDZ-O1 (Purpose of the zone)** and **TEDZ-O2 (Activities in the zone)** are implemented by:
- TEDZ-P1 Enabled activities
 - TEDZ-P2 Potentially incompatible activities
 - TEDZ-P3 Incompatible activities
- (84) These policies are collectively implemented by activity rules TEDZ-R4 to TEDZ-R12 and TEDZ-R14.
- (85) **TEDZ-P1** identifies that tertiary education activities are the enabled activities within the zone. This policy is implemented by **TEDZ-R4**, which enables these activities as permitted activities. Tertiary education activities is defined to include “ancillary activities which subsidiary to an necessary to support” principal tertiary education activities. As a result, these ancillary activities are enabled as permitted activities through TEDZ-R4.

- (86) **TEDZ-P2** identifies non-tertiary education related activities which are potentially incompatible in the Tertiary Education Zone. This policy is implemented by **TEDZ-R5 to TEDZ-R12** which requires resource consent as a discretionary activity for activities including other educational activities, commercial, residential and healthcare facilities. The policy also provides guidance to non-complying activities under the catch-all rule **TEDZ-R14**. **TEDZ-R12** provides for motor vehicle servicing as a discretionary activity where located at 59 Cuba Street (N Block). Aside from this rule, activities under these rules include no standards or other requirements. For resource consent applications under these rules, TEDZ-P2 provides direction that such activities are only allowed where they do not compromise the purpose and character of the zone and are an efficient use of the land, and are consistent with the amenity expectations of the Tertiary Education Zone and surrounding zones.
- (87) **TEDZ-P3** provides direction to avoid activities which are incompatible with the purpose and planned character of the Tertiary Education Zone, and identifies that heavy industrial or rural activities are likely incompatible activities. Under **TEDZ-R14**, any activities not otherwise listed in an activity rule have a non-complying activity status (this includes heavy industrial and rural activities).

Evaluation of provisions implementing TEDZ-O1 and TEDZ-O2

- **TEDZ-P1 Enabled activities**, implemented by:
 - **TEDZ-R4 Tertiary education activities**
- **TEDZ-P2 Potentially incompatible activities and TEDZ-P3 Incompatible activities**, implemented by:
 - **TEDZ-R5 Educational activities not otherwise provided for**
 - **TEDZ-R6 Community facilities**
 - **TEDZ-R7 Commercial activities**
 - **TEDZ-R8 Residential activities**
 - **TEDZ-R9 Visitor accommodation**
 - **TEDZ-R10 Healthcare facilities**
 - **TEDZ-R11 Light manufacturing and servicing**
 - **TEDZ-R12 Motor vehicle servicing**

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|---|
| <ul style="list-style-type: none"> ○ TEDZ-R14 Activities not otherwise provided for |
| <p>Why these provisions are included in the proposed District Plan</p> |
| <p>These provisions implement objectives TEDZ-O1 and TEDZ-O2. The provisions seek to provide for activities which are consistent with the purpose of the zone and restrict other activities.</p> |
| <p>Efficiency and effectiveness</p> |
| <p>Benefits</p> <ul style="list-style-type: none"> • Affirms and supports the continued use of sites within the zone as providing tertiary education activities which support the economic and social wellbeing of people and communities. • Enables the continuation and potential intensification of activities which are a large employer and which also attract students and visitors, which contributes to the economic vibrancy of a central area of Lower Hutt. • Providing for these activities within a zone supports their delivery over a larger area in a coordinated way. This may provide economic efficiencies to the operator and improved accessibility to education choices at campus for students. <p>Costs</p> <ul style="list-style-type: none"> • The consenting requirements will constrain, although not necessarily prevent, the re-use of sites in the zone for activities other than tertiary education activities. • The provision of tertiary education activities in a Tertiary Education Zone has potential to adversely affect the amenity and character of adjoining residential zones. • The potential incompatibility between activities provided for in the Tertiary Education Zone and adjoining zones, may give rise to reverse sensitivity effects. <p>Overall assessment</p> <p>The provisions enable tertiary education activities, while constraining development which is not compatible with these activities or an efficient use of land, thereby the provisions are effective in implementing TEDZ-O1 and TEDZ-O2. Except where required for associated buildings and structures (refer to following evaluation), resource consent is not required for tertiary education activities. Resource consent is required for other activities either as a discretionary or non-complying activity. However, the policies provide clear direction to guide assessment of resource consent applications. The provisions are thereby efficient.</p> |
| <p>Reasonably practicable alternatives</p> |
| <ul style="list-style-type: none"> • Status quo <p>In the operative District Plan, within both the High Density Residential Activity Area and General Business Activity Area, principal tertiary education activities in the Tertiary Education Precinct are permitted, and ancillary activities are</p> |

restricted discretionary activities. The General Business Activity Area has an additional catch-all rule by which any activity on a site abutting or on the opposite side of the road to a residential activity area, is a controlled activity.

The alternative approach is not proposed as enabling activities ancillary to tertiary education as permitted is more effective and efficient in implementing TEDZ-O1 and TEDZ-O2 in that it supports the use of the land for tertiary education purposes.

Including an equivalent provision to the catch-all controlled rule for the General Business Activity, would essentially capture all new activity in the Tertiary Education Zone, as all sites abut or are opposite the road from residential zones. Such a provision would undermine the permitted activity provisions for tertiary education activities. These activities are not fundamentally incompatible whereby such a measure of control would be necessary.

- **More enabling of non-tertiary education activities**

Under the proposed provisions any activity that is not tertiary education activities (including ancillary activities), would require resource consent. An alternative would be to provide a pathway for some other activities (such as residential or commercial) to be permitted activities.

Under the proposed provisions, such activities are not permitted. However, resource consent can be obtained where it can be shown the activity is an efficient use of land and does not undermine the purpose of the zone. This approach is more effective in supporting the purpose of the zone and thereby implementing TEDZ-O1 and TEDZ-O2.

- **More restrictive option**

In the proposed approach, tertiary education activities which are permitted by TEDZ-R4 are not subject to any standards or other requirement. An alternative would be to include some restrictive provisions within these rules, and possibly other activity rules, with the particular intent to manage effects related to the compatibility with other zones. This could include a buffer area within which the activities are controlled.

This is not proposed, as tertiary education activities are already well established in this location including adjacent to residential activities, and this approach would not support the efficient use of land.

8.2 Evaluation of provisions implementing TEDZ-O3 and TEDZ-O4

(88) **TEDZ-O3 (Planned urban environment of the zone) and TEDZ-O4 (Adverse effects)** are implemented by:

- TEDZ-P4 Built development

- TEDZ-P5 Urban design outcomes
- TEDZ-P6 Open space and landscaping
- TEDZ-P7 Managing adverse effects at zone interfaces

(89) These policies are implemented by:

- TEDZ-R1 to TEDZ-R3 (relating to repair, maintenance, demolition, removal and construction of buildings and structures),
- TEDZ-R13 (Carparking areas), and
- TEDZ-R15 (Outdoor storage and work areas) and TEDZ-R16 (Servicing).

(90) **TEDZ-P4** provides direction to manage the effects of built development on amenity both on-site and the surrounding area, by controlling building bulk. This is implemented by **TEDZ-R1, TEDZ-R2 and TEDZ-R3**. The first two rules respectively enable repair and demolition or buildings and structures as permitted activities. TEDZ-R3 enables construction and alteration of buildings and structures as permitted activities where compliance is achieved with standards TEDZ-S1 (building coverage), TEDZ-S2 (building height), TEDZ-S3 (height in relation to boundary), TEDZ-S4 (setbacks), TEDZ-S5 (road frontages) and TEDZ-S6 (landscaped area).

(91) **TEDZ-P5** identifies urban design outcomes for built development, including vehicle parking and storage areas. This includes outcomes related to the visual interest of buildings and their relationship to the street, efficient use of land, legible and accessible environments, and the use of landscaping to provide on-site amenity and to offset the hardness of buildings and paving. TEDZ-P5 is implemented through **TEDZ-R3, TEDZ-R13** (carparking areas) and **TEDZ-R15** (outdoor storage), with urban design outcomes being a consideration for resource consent applications under these rules.

(92) **TEDZ-P6** is to encourage the provision of open space and landscaped areas which contribute to the amenity of the site and surrounding area. This policy is implemented by rules **TEDZ-R3, TEDZ-R13 and TEDZ-R15**, each of which require compliance with TEDZ-S6 (landscaped area) and /

or TEDZ-S8 (landscaping for carparking). Activities under these rules are permitted where they comply with these standards.

- (93) **TEDZ-P7** provides specific direction for managing adverse effects at interfaces. The policy is implemented through rules for general activities **TEDZ-R13** (carparking areas), **TEDZ-R15** (outdoor storage areas) and **TEDZ-R16** (servicing). TEDZ-R13 and TEDZ-R15 each reference standards for landscaping and screening (TEDZ-S6 to TEDZ-S8). TEDZ-R16 restricts the location (at least 20m from some zone boundaries) and the hours in which servicing can occur. Activities under these rules are permitted where they comply with these standards and requirements.

Evaluation of provisions implementing TEDZ-O3 and TEDZ-O4

- **TEDZ-P4 Built development**, implemented by:
 - **TEDZ-R1 Repair and maintenance of buildings and structures**
 - **TEDZ-R2 Demolition or removal of buildings and structures**
 - **TEDZ-R3 Construction of new buildings and structures and alterations to existing buildings and structures**
 - **TEDZ-S1 Building coverage**
 - **TEDZ-S2 Building height**
 - **TEDZ-S3 Height in relation to boundary**
 - **TEDZ-S4 Setbacks**
 - **TEDZ-S5 Road frontages**
 - **TEDZ-S6 Landscaped area**
- **TEDZ-P5 Urban design outcomes** and **TEDZ-P6 Open space and landscaping**, implemented by:
 - **TEDZ-R3 Construction of new buildings and structures and alterations to existing buildings and structures**
 - **TEDZ-R13 Carparking areas**
 - **TEDZ-R15 Outdoor storage and work areas**
 - **TEDZ-S6 Landscaped area**
 - **TEDZ-S8 Landscaping for carparking areas**
- **TEDZ-P7 Managing adverse effects at interfaces**, implemented by all rules, but particularly:

- **TEDZ-R3 Construction of new buildings and structures and alterations to existing buildings and structures**
- **TEDZ-R13 Carparking areas**
- **TEDZ-R15 Outdoor storage and work areas**
- **TEDZ-R16 Servicing**

Why these provisions are included in the proposed District Plan

These provisions implement objectives TEDZ-O3 and TEDZ-O4. The provisions seek to ensure built development and general activities are of a character and scale consistent with the purpose of the zone and adverse effects are appropriately managed.

Efficiency and effectiveness

Benefits

- Enables built development which is functional to support the needs of tertiary education activities, and is legible and navigable to visitors, thereby enabling the benefits of these activities in supporting the social and economic well-being of people and communities.
- Urban design outcomes in TEDZ-P5 will help ensure new developments are responsive to the existing built character not only within the zone, but also to contribute to the place and local identity of the surrounding area, thereby contributing to the economic vibrancy of the zone itself and adjacent commercial areas as well as amenity values of the surrounding area.
- Ensures development is provided with suitable open space and landscaped areas, which will provide relief from the hardness of buildings and paving and will contribute to on-site amenity, and the amenity of surrounding areas.
- The scale and intensity of development enabled within the zone is generally comparable to that of adjacent zones, whereby related effects on amenity and character from permitted built development will be consistent with that which may be expected in the wider area.
- Manages effects of general activities, particularly along zone interfaces, which may not be compatible with the amenity expectations of adjoining zones.
- Managing these effects, particularly at the zone interfaces, will reduce the potential for future reverse sensitivity issues.

Costs

- Although permitted built development may be similar in scale to that of adjacent zones, where proposed buildings exceed the standards, the objectives and policies may be more supportive of larger buildings (compared to surrounding zones) where needed for tertiary education activities. The urban design outcomes expressed in TEDZ-P5 and the directions in TEDZ-P6 towards open space and landscaping, encourages built form in campus arrangement of larger buildings around green space. These directions may result in an

urban form which is incongruous to that of surrounding areas which may have impacts on amenity and character.

- Minimum requirements for landscaped area (TEDZ-S6 and TEDZ-S8) and buffer areas controlling the location of servicing (TEDZ-R16), may have impacts on the efficient use of land within the Tertiary Education Zone.

Overall assessment

The provisions are effective in implementing the outcomes expressed in TEDZ-O3 in that they provide for buildings that are functional for tertiary education activities, through the rules which enable building bulk and TEDZ-P5 which provides guidance on design outcomes. While also providing suitable rules and standards for managing adverse effects, thereby implementing TEDZ-O4.

The provisions are efficient as they enable built development as a permitted activity where it complies with rules and standards which control the size and location of buildings and the provision of landscaped space. General activities including carparking, outdoor storage and servicing are similarly enabled as permitted where compliant with standards and other requirements. In this way resource consent requirements are focused towards development which is of a scale and intensity which is more likely to result in adverse effects either within the site or the surrounding area.

Reasonably practicable alternatives

- **Status quo**

Under the operative District Plan, development in Tertiary Education Precinct and in the High Density Residential Activity Area, are subject to development standards for the zone, and additional standards for the precinct, including for building frontages and corner sites.

Operative provisions for the Tertiary Education Precinct where located in the General Business Activity Area, include controls on building height, recession plane, and screening of outdoor storage and carparking, which are similar to those within the High Density Residential Activity Area. However, the zone does not include controls on site coverage, setbacks or landscaped area.

The proposed standards are generally consistent with equivalent standards in the High Density Residential Activity Area which apply to the Tertiary Education Precinct. The operative includes other standards (such for permeable surface, outdoor living space and windows to the street), however these either reflect the purpose of zone, being primarily residential, or are superfluous to standards included in the proposed chapter.

- **More enabling building bulk provisions**

The proposed provisions include a maximum building height (22m) which is the same as proposed provisions for adjoining residential and light industrial zoned land. An alternative approach would be to enable additional building heights within the Tertiary Education Zone, perhaps up to 36m or unrestricted. The rationale for this approach, is that as intensification in Lower Hutt urban areas has become more broadly enabled through Plan Change 56 and will

continue to do so through the proposed District Plan, there may be increased for education activities provided in the Tertiary Education Zone. Much of the Tertiary Education Zone is built-up, so an increased height limit will support efficient use of the land which may be available for future redevelopment. Other controls such as for building frontage or landscaped area could be relaxed for the purpose of placing less constraints on the development of the site.

The alternative is not proposed, as the provision for built development within the Tertiary Education Zone needs to be balanced with managing its adverse effects, particularly considering the surrounding zones. A 22m height limit will provide for a six storey building comfortably. Most of the existing buildings within the Tertiary Education Zone are low to medium-rise (between 1-3 storeys). Only the Tower Block would exceed the 22m height limit. The main part of this building is 21.2m high which includes 7 aboveground storeys, the total height (including additional plant equipment) is 22.6m. The 22m height limit therefore leaves ample room for education facilities to be expanded within the Tertiary Education Zone. A resource consent application for a development which exceeds the height limit, could still be supported by the objectives and policies if it is consistent with the purpose of the zone and the effects are appropriately managed.

With regards to building frontage controls, these do not practically constrain the bulk which could be established within the zone, but more directs design which is sensitive to the surrounding street environment, and will promote legibility and accessibility to visitors to the site. These controls are useful, as the sites within the zone have extensive front boundaries relative to site area, and land along the Cuba Street frontage is relatively undeveloped (being used for carparking).

With regards to landscaped area (TEDZ-S6), much of the land within the zone is already built-up, whereby some sites will already have less than 20% landscaped area (which is the minimum in TEDZ-S6). On such sites, redevelopment would only breach TEDZ-S6 if it was worsening the existing non-compliance of this standard. The standard and the policies, will encourage redevelopment to incorporate more green space into sites to enhance amenity outcomes. Such an approach aligns with Policy CC.4 of Proposed Change 1 to the RPS (decisions version), part of which states district plans should include provisions which contribute to a wider target of 10 per cent tree canopy cover by 2030.

- **More restrictive provisions on general activities**

This alternative would be to include more restrictive requirements on carparking, outdoor storage and servicing activities, for the purpose of managing adverse effects along the interfaces to other zones. For carparking and outdoor storage activities, this could include applying a buffer area where such activities are controlled. For servicing activities, this could include either

not permitting servicing within the 20m buffer area, extending the buffer area or controlling servicing hours within the entirety of the zone.

This alternative is not proposed, as sites within the Tertiary Education Zone are generally well-developed (at least where abutting residential zones), whereby the character and amenity of these interface environments has been established to an extent which may limit the degree of sensitivity of adjoining activities. The control measures which are proposed will be effective in managing additional effects from development within the zone and will provide for efficient use of this land.

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9 Summary

(94) This report, including the evaluation, has been prepared to set the context for the Tertiary Education Zone chapter of the proposed District Plan. The evaluation has been undertaken in accordance with section 32 of the RMA in order to identify the need, benefits and costs and the appropriateness of the proposed chapter, having regard to its effectiveness and efficiency relative to other means in achieving the purpose of the RMA. In summary, the evaluation demonstrates that this proposal is the most appropriate option as it:

- Is consistent with the requirements of the National Planning Standards,
- Enables the continuation and potential expansion of tertiary education activities, supporting the social and economic wellbeing of people and communities both in Lower Hutt and the wider Wellington region, and
- Manages the effects of built development and activities, with particular regard to interfaces with adjoining zones.