

MANCHESTER SCHOOL OF ARCHITECTURE

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HYPE CAMPUS

Good things grow here.

This project collaborates with Hyde Young Peoples Enterprise.

HYPE are a community charity provide support to young people to develop their skills and provide them the capabilities to participate in society, economically and socially. They do this by finding new and innovative ways to help youths begin their journey into society and the working world. Our task is to help their vision of a new community hub come true; padel courts, a skatepark, and a climbing wall.

Through a phased approach, we are transforming the site into a sports complex for the community.



Visit msa.ac.uk for more information

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HYPE **MSA**
LIVE 26

Team

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Collaborators

Hyde Young People's Enterprise (HYPE)

HYPE is a community charity based in Hyde, Greater Manchester, dedicated to addressing the lack of opportunities and support available for young people within the local community. Working closely with residents and local organisations, HYPE helps young people prepare for adulthood through practical opportunities, including educational support, skills development, and sport activities.

Founded by a group of passionate volunteers, the organisation was created to break down the social, cultural, and economic barriers that can limit young people's growth, confidence, and access to opportunities. Their mission is to empower young people by creating positive pathways towards education, employment, and personal development.

FUTURE GOALS

HYPE aims to expand its provisions by creating a dedicated space where young people can learn new skills, develop soft and practical skills through interactive activities, engage in community learning, and participate in physical and creative hobbies that support their personal growth, wellbeing, and education.



Introduction

Hyde Young People's Enterprise (HYPE)

The Brief

The brief was introduced by the client's need for a new headquarters to replace their current modular facility, which is located approximately a 30-minute walk from their existing football pitch. Hyde Young Peoples Enterprise has provided a site containing a dilapidated building within Victoria Fields - a large green space surrounded by residential housing and a public footpath. The proposal aims to regenerate the site into a centralised community hub, incorporating internal facilities such as lounge areas, study spaces, changing rooms, and workshop rooms, alongside outdoor sports amenities including football pitches, padel courts, and a potential skatepark. The development intends to support mentorship, encourage healthy lifestyles, and improve youth provisions within Hyde.

The Users

The primary users are young people from Hyde, aged 14–18, representing a diverse and multicultural community with a range of ethnic and religious backgrounds. Many are secondary school and college students preparing for GCSEs and A-Levels, a key stage in shaping future education and career pathways. Through mentorship, guidance, and access to supportive spaces and opportunities, HYPE encourages young people to build confidence, explore potential pathways, and support their personal and educational development.

Our Task

Our task is to design the Hyde Young Peoples Enterprise headquarters, exploring and developing ideas as a group for both the site and the surrounding area. This involves proposing a new-build for HYPE headquarters, alongside a range of sports facilities including football pitches, padel courts, and other activity spaces that respond directly to both user and client needs. To inform the design, the project will require client engagement activities to better understand user requirements, ensuring the final proposal is rooted in real needs and meaningful participation.

Getting Started

"Good things grow here"

Our first MSA Live session focused on initial site analysis and developing a clear understanding of the project. To better understand the site and its context, we worked as a group using Google Maps to explore the area and discuss early ideas. This informed a printed site map, supported by key questions identifying areas requiring further clarification, in preparation for the initial client meeting with Abdul and Mark.

First Client Meeting

The first client meeting provided valuable insight into the organisation's values and long-term ambitions. The client showed a strong commitment to supporting young people through mentorship and opportunity, reflected in their slogan, "good things grow here."

From our discussion with the client, we identified their primary goal of creating a welcoming environment where young people can engage with their community, access opportunities, and develop positive future pathways. The meeting concluded positively, strengthening the client relationship and enthusiasm to progress.

Necessary Documents

The next session was dedicated to preparing key documentation for the engagement activity, including a risk assessment, project timeline, ethics

application, and budget allocation. This ensured the workshop was organised, safe, ethically considered, and well structured. Tasks were distributed across groups, each led by an MArch1 student supporting BA1 students throughout the process.

Project Timeline

A detailed project timeline was produced to structure each stage of the process and clarify deadlines. It also highlighted key milestones, including an upcoming client engagement workshop, allowing early preparation while maintaining coordination across the group and alongside our other modules.



Victoria Fields Site Analysis.



The first client meeting.



Post-client meeting planning and discussions.



March1 and BA1s preparing the project timelines.

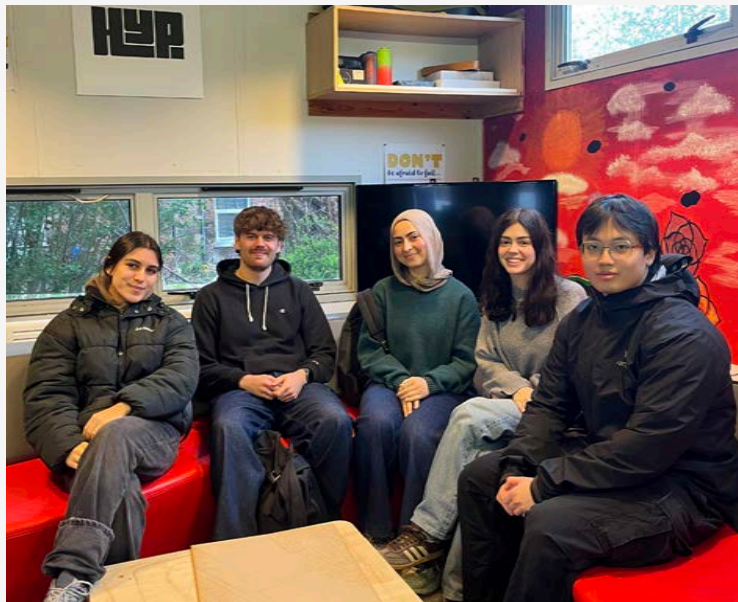
Site Visit

Engagement Workshop

The engagement workshop began with us travelling by train directly to Hyde Young Peoples Enterprise, where we were welcomed by Abdul Mumin and Mark Whyllie. As the young people began arriving, they were initially shy and reserved. We prepared the space by setting up the site model and laying out activity sheets and materials to ensure the session could run smoothly.

We started by introducing ourselves, our roles as students and emerging professionals, as well as outlining MSA, the module, and the project brief. We then invited the young people to introduce themselves, sharing their backgrounds, interests, hobbies, and daily routines, along with how they currently use the existing facilities. This naturally led into a more open discussion about how they imagine future spaces and what they would like to see from the development of HYPE.

Gaining an understanding of how they envision the space, and the types of facilities that would best support mentorship and personal growth, was highly insightful. It helped establish a strong connection between designer and user, ensuring the design process remains grounded in real needs and lived experiences.



Initial Ideas

Although printed questionnaires were prepared, the young people preferred discussing their initial thoughts verbally, as a group. They showed strong interest in sports, particularly football and table tennis, and raised concerns about muddy pathways through Victoria Fields and the lack of outdoor lighting affecting safety and accessibility.

Activity Outcomes

The activity provided a clear understanding of the spaces required. Internally, they requested a lounge, prayer rooms, breakout spaces, quiet study areas, workshop rooms for cooking and specialist classes, and an internal sports hall. Externally, they highlighted safe, well-lit routes, sports facilities including a football pitch and padel courts, outdoor seating, bike and scooter storage, and a multi-use games area (MUGA).

Conclusion

An informal discussion about future prospects concluded the session, where the young people expressed interest in architecture and how to enter the profession. Their engagement reflected the aims of HYPE, offering exposure to new ideas and encouraging growth through community involvement. They left engaged and positive, providing a clear direction for the development of our design and final deliverables.



Discussing and planning HYPE future vision with the young people.



Initial masterplan sketch produced with the young people.

INSIDE:	OUTSIDE:
- Gym	- Bike garage + repair area
- Multi-purpose hall → (small pitch)	- 2 Padel courts
- Prayer Rooms	- 50m side football pitch
- Table Tennis	- Green lounge area
- Computer + Studying Room	- Skate Park
- Kitchen	
- Bathrooms → + changing area	
- Small Office space	
- Lounge Area	
- Classroom	

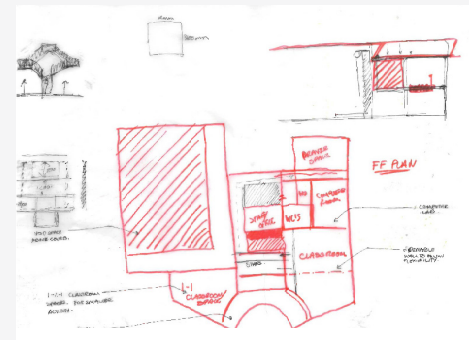
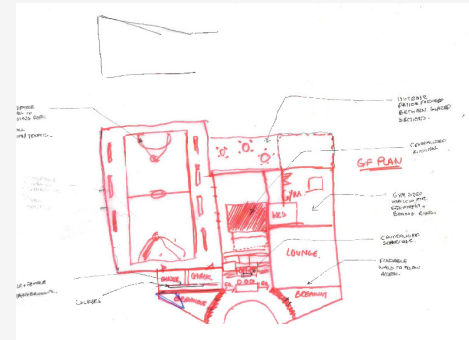
Design Development

Concept Design & Design Development

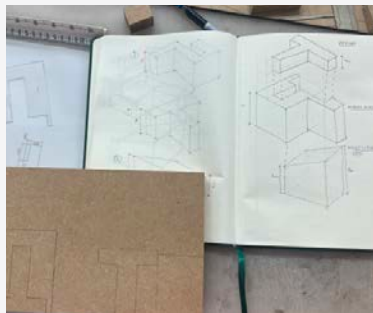
Following the engagement workshop, we shared outcomes with the remainder of the group and discussed deliverable deadlines and task delegation. Tasks were assigned based on individual strengths and level of experience, ensuring BA1 students were supported and given appropriate responsibilities to develop their skills while maintaining quality output.

Deliverables included a site model, visuals, plans, elevations, and documentation tasks. Concept designs began as group sketches, allowing input from all students and iterative development through feedback and adjustments. All spatial and programme requirements from the client engagement workshop were incorporated into drafted floor and site plans, which were reviewed and approved by the group.

The group then split into teams: site model, CAD drawings, visuals, documentation, and writing tasks.



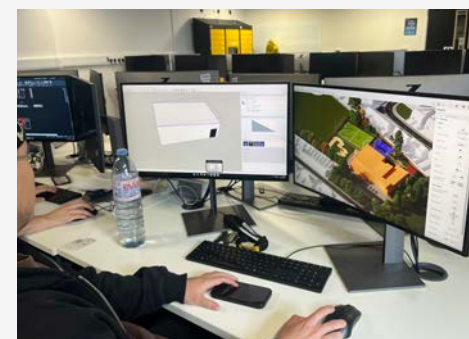
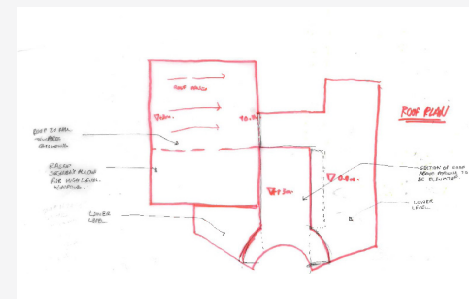
Sharing design ideas and ensuring group input.



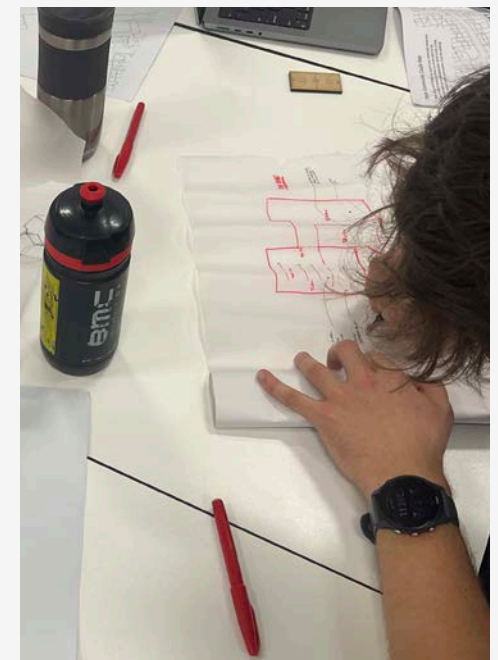
Physical model group in B.15 workshop.



Material exploration collage.



Digital modelling, CAD drawing and creating visuals.



Further design development and iterations.

Project Reflection

Intensive Week Recap

Prior to the intensive week, the masters students met up to discuss the plan of action for the week. As the most experienced members of the group, we decided that there should be at least one masters student leading each task. While balancing our other deadlines was challenging, together we managed to prioritise and delegate effectively.

Monday

Design Workshop

- Site Analysis
- Masterplan draft
- Building iterations
- Begin publication document
- Begin creating presentation

Tuesday

Refining Scheme

- Continue exploring in 2D/ 3D
- Architectural drawings on CAD
- AutoCAD Workshop for BA1s
- Physical model: context buildings
- Continue working on presentation and publication

Wednesday

Refining Scheme Further

- CAD Drawings complete
- Presentation complete
- Publication complete
- Edit and Refine drawings

Thursday

Final Touches

- Photograph the physical model
- Export internal and external visuals
- Practice presentation

Friday

Presentation Day!

- Collate all material together
- Present material to collaborator

Each day was structured to ensure tasks were completed efficiently and informed the progression of subsequent work.

Completing all key outputs by Thursday allowed sufficient time for group presentation practice and final refinements to the publication.

This stage was led by MArch 1 students, reflecting real architectural practice where more experienced team members take responsibility for directing the project. With prior industry experience, the MArch 1 cohort was able to guide workflow, coordinate tasks, and ensure the project was effectively delivered.

Group Reflection

Overall, we thoroughly enjoyed the project. Hyde Young Peoples Enterprise was an engaging collaborator, and we aligned well with its aims and ambitions, making the process very meaningful.

Working directly with the users was especially valuable, demonstrating the real impact of our work and highlighting HYPE's positive influence through the young people's enthusiasm and engagement with the community.

The challenges faced throughout the project became valuable learning experiences that will support our future architectural studies and professional careers. These included client communication, task delegation, vertical collaboration, and the coordination required to keep the project organised and on schedule, particularly around the Easter break and other holidays.

Ultimately, the project reflected the realities of professional practice. Despite careful planning, engagement, and a diverse team with different skill sets, challenges and unexpected situations still arose, requiring adaptability and quick decision-making.

We all had fun working together, made friends and valued the experience! MSA Live was a highly valuable module, and one we all thoroughly enjoyed!



Final group presentation.

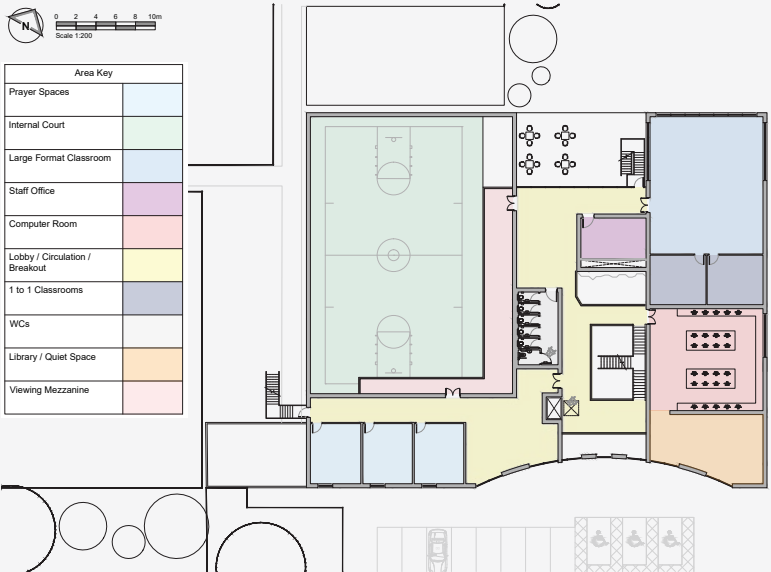


Post-presentation photo!



Final celebratory group meal!

FINAL DELIVERABLES



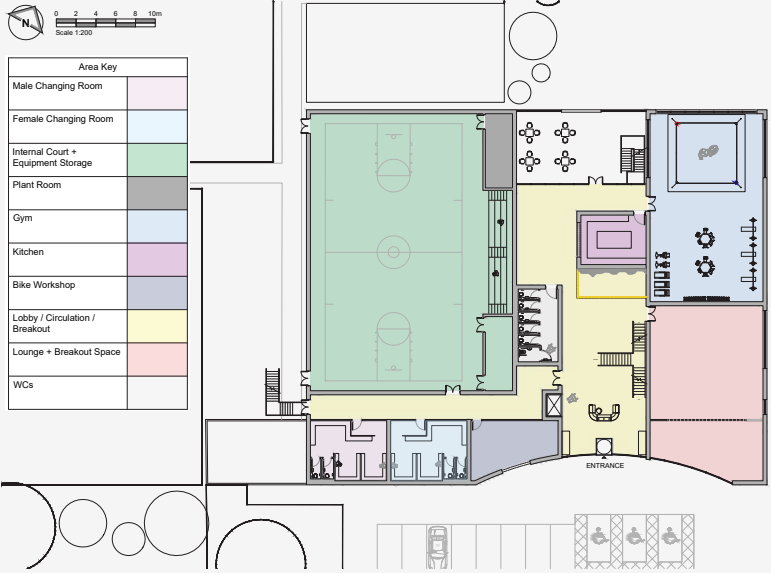
00 Ground Floor Plan



Front Elevation



Back Elevation



01 First Floor Plan



1:500 Physical Model



Proposed HYPE Headquarters Building



Building Entrance



Internal Sports Hall



Proposed HYPE Headquarters Site Axo

ABOUT

Each year the MSA LIVE programme unites Masters Architecture year 1, Masters of Architecture & Adaptive Resuse students, BA foundation and year 1 and Masters Landscape Architecture 1 in mixed-year teams to undertake live projects with external partners to create social impact.

LIVE PROJECTS

All MSA LIVE projects are live. A live project is where an educational organisation and an external partner develop a brief, timescale, and outcome for their mutual benefit.

SOCIAL IMPACT

All MSA LIVE projects are for community benefit or have social impact. Social impact is the effect an organization's actions have on the well-being of a community. Our agendas are set by our external collaborators.

EXTERNAL PARTNERS

MSA LIVE projects work with many organisations: charities, community groups, social enterprises, community interest companies, researchers, practitioners and educators.

STUDENT-LED

Our MSA students take the lead in the project conception, brief development, delivery and co-ordination of a small project. The projects are celebrated in presentations at the end of the academic year. .

KNOWLEDGE TRANSFER

Working in teams within and across year groups and courses; MSA students participate in peer to peer learning. In addition, collaborators, participants and students engage in the transfer of tangible and intellectual property, expertise, learning and skills.

LARGE SCALE

This year approximately 400 students from 5 cohorts in MSA have worked on 34 projects with partners.

QUESTIONS

For questions about MSA LIVE please contact the MSA LIVE team, Emily & Julie:

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BLOG

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