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Action 2: KA220-HED - Cooperation partnerships in higher education

Project: INCLUSIVITY & ACCESSIBILITY OF HISTORIC PUBLIC SPACES - APPROACH &
DIGITAL TOOL

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Module “Inclusion and Accessibility of Historic City Public Spaces” syllabus

Field of study: Architecture

Second cycle studies

Item:	Inclusion and Accessibility of Historic City Public Spaces
Item type:	-
Item code:	-
Year:	I
Term:	II
Form of studies:	Stationary
Type of classes and number of hours per semester:	40
Lecture	20
Exercises	5
Laboratory	-
Design	15
Number of ECTS points:	4
How to pass:	Development of an inclusive design proposal in an historic public space, addressing the criticalities emerged through the mapping of physical and social barriers of the place.
Language of instruction:	English

Subject Objectives

C1	● Provide the student with knowledge of inclusivity and accessibility, clarifying the theoretical relationships between the key concepts and related terminology. ● Obtaining the basic knowledge on the attributes required for historic public space to be effectively inclusive (regulatory standards etc). ● Provide the student with operational tools and strategies for the assessment and design of public spaces balancing technical compliance with a critical methodological reflection.
C2	● Students acquire operational tools for the assessment and design of physical accessibility in the built environment, implementing strategies and services that also address the social needs of a community.



	- Students acquire the basic abilities to design an inclusive and accessible historic public space allowing its transformation in respect of the conservation of its historical features. - Students gain the knowledge of historic cities not just as static heritage sites but as dynamic environments where preservation and social inclusion mutually enhance one another.
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Prerequisites in terms of knowledge, skills and other competencies

	In terms of knowledge the student:
1	- Knows and understands that the public space of a historic city requires protection and conservation. Knows what elements should be protected and preserved in order to preserve the identity of the place. Can identify them. - Understands that heritage protection is a means of contributing to the sustainable development of the city and enabling its modernisation in harmony with social, urban and environmental conditions. - Familiarity with standard architectural drawings and urban analysis methods.
2	- Has knowledge of the wide range of social and physical barriers that affect the use of public space. - Knows how to assess human needs and is able to answer them through an inclusive design approach. - Knows the importance of cultural heritage as a key component of an inclusive society.
	In terms of skills, the student:
3	- Has computer skills and knowledge of necessary software - Is able to read and interpret technical drawings, site plans, and urban scales. - Has the capacity to analyze spatial configurations and identify architectural elements in historic fabrics.
	In terms of social competences, the student:
4	- Has a thinking regarding the social impact of the built environment. - Is open to interdisciplinary approaches combining sociology, heritage studies, and design.

Learning outcomes

EC 1	Conceptual Understanding: - Define and distinguish between the concepts of accessibility and inclusion. - Understand the macro-objectives for inclusive historic cities, including broader accessibility, urban vitality, safety, and the reinforcement of local identity.
EC 2	Assessment & Analysis: - Identify and classify barriers in historic public spaces, distinguishing between: - Cultural Barriers: (e.g., exclusion of narratives, lack of representation). - Social Barriers: (e.g., marginalisation of specific user groups, like youth or migrants). - Physical and Sensory Barriers: (e.g., uneven surfaces, inadequate lighting, lack of tactile guidance). - Financial Barriers: (e.g., affordability of nearby amenities). - Information/Communication Barriers: (e.g., lack of accessible signage or inclusive digital tools). - Apply quantitative parameters (e.g., minimum path widths, surface planarity) and qualitative criteria to assess the level of accessibility in public spaces.



	Develop means of communication among various stakeholders in inclusive processes, covering the results of the initial analytical phases through digital platforms available to all.
EC 3	Design & Strategy: - Develop design proposals that integrate universal design principles (e.g., equitable use, flexibility) into sensitive historic environments without compromising heritage values. - Formulate strategies to manage overtourism and gentrification while ensuring spaces remain inclusive for local residents and marginalized communities. - Propose specific interventions for slow mobility and improved wayfinding (e.g., visual landmarks, tactile paving) to assist users with cognitive or sensory impairments. - Propose specific interventions for social minorities inclusion.
EC 4	Professional Responsibility: Adopt a proactive role as a designer, interpreting regulations not as constraints but as opportunities to innovate for greater social equity.

Subject curriculum content	
Form of classes – laboratories	
	Program content
L1	Introduction. Towards a shared definition of Inclusion and Accessibility - International framework on inclusivity and cultural heritage (Agenda 2030 - UN, UNESCO, WHO) - The impact of built environment on people's lives - Definition of (Physical) Accessibility - Definition of Inclusion as a broader framework Experiential workshop on campus - Comprising activities simulating different forms of disability, followed by a group discussion on the experience and possible design implications.
L2	Designing for People: Understanding Humans' Needs - Real people: From the concept of disability to diversity enhancement - Physical Needs Framework: Movement & Objects Use - Sensorial and Cognitive Needs Framework: Localisation, Orientation, Communication and Information - Inclusivity Barriers: Cultural, Social, Financial Barriers Site visit to the design area - Primary survey and assessment of architectural barriers.
L3	Inclusive Design: Methodological approaches & tools - Inclusive design methodologies: Goals and general approach - Universal Design (USA) - Design for All (EU) - Inclusive Design (UK) Intangible dimensions of Inclusive Design Approaches: - Social Inclusion - Cultural Inclusion



	• Linguistic Inclusion • Gender Inclusion • Economic Inclusion Group Project Work
L4	Historic Cities: Between Inclusion and Conservation • Inclusion/Conservation: a feasible pairing (Pure Contemplation doesn't belong to Architecture - Bellini, 1998) • Inclusion/Cultural Heritage: a bond of mutual enhancement (Identity, Vitality, Security, Integration...) • Historic cities Barriers to inclusion Strategies for Inclusive Historic Public Spaces • CH accessibility design principle 1: Equity • CH accessibility design principle 2: Autonomy • CH accessibility design principle 3: Safety • Stakeholders of Inclusive Design Processes • Towards a new inclusive governance model (Observations and Context Analysis, Communication and Stakeholder Engagement, Co-design, Implementation, Assessment) Group Project Work
L5	Mid term review and critics
L6	European Design Experiences of Inclusive Design in Historic Cities: Landscape and Urban Scale Group Work Design
L7	European Design Experiences of Inclusive Design in Historic Cities: Architectural Scale Group Work Design
L8	European Design Experiences of Inclusive Design in Historic Cities: Product Design Group Work Design
L9	Communication and inclusive language Group Work Design
L10	Final Critic and Exhibition

Teaching methods	
1	Group work
2	Class lessons, Demonstration, Massive Online Open Course MOOC
3	On-site survey

Evaluation methods and criteria		
Evaluation Method Symbol	Description of the evaluation method	Passing threshold



O1	Assessment of the student's knowledge and understanding of the course topics through an individual oral examination.	51%
O2	Evaluation of the inclusivity and design quality of the urban public space group proposal (aesthetics, functionality, etc.).	51%

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Student workload	
Form of activity	Average number of hours to complete an activity
Contact hours with lecturer, including:	40
Participation in exercises	20
Student's own work, including:	20
Preparation for classes	5
Making the card and drawings yourself	15
Total student work time	60
Total number of ECTS points for the course	4

Learning Outcomes Matrix					
Subject Learning Outcome Symbol	Relating the subject learning outcome to the outcomes defined for the field of study, together with specifying the degree of connection	Subject Objectives	Program content	Teaching methods	Evaluation methods
EC 1	- -	C1, C2	L1, L2, L3, L4, L5, L6, L7, L8, L9	1, 2	O1, O2
EC 2	- -	C1, C2	L1, L2, L3, L4, L5, L6, L7 L8, L9	1, 2	O1, O2
EC 3	- -	C1, C2	L1, L2, L3, L4, L5, L6, L7 L8, L9, L10	1, 2, 3	O1, O2
EC 4	- -	C1	L1L2, L3, L4, L5, L6, L7 L8, L9, L10	1, 2	O1, O2

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