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Erasmus+ Programme

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

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

Contract No. 2024-1-PL01-KA220-HED-000249021

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Course syllabus

Specialisation: G17 Architecture and Urban Planning

Study programme: Architecture and Urban Planning (Bachelor's degree)

Course title:	Public Space in a Historically Formed Environment. Inclusivity and Accessibility
Type of course:	Elective course
Course code:	-
Year of study:	Years 3–4 (undergraduate level)
Semester:	5th–8th (depending on the curriculum)
Mode of study:	Full-time
Types of classes and number of hours per semester:	40
Lectures	12
Practical classes	0
Laboratory	28
Design	0
Number of ECTS credits:	3
Form of final assessment:	Assessment based on a final coursework assignment and its defence
Language of instruction:	Ukrainian

Course objectives

C1	To provide students with systematic knowledge of inclusivity and accessibility of public spaces in a historically formed environment, the principles of barrier-free design, and the foundations for combining contemporary needs with the requirements of cultural heritage preservation.
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C2	To develop the ability to carry out educational and project-based tasks involving the analysis and audit of barriers, and the development of proposals for adapting historic public spaces for different user groups.
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Requirements for prior knowledge, skills and competences	
1	Computer literacy and proficiency in basic graphic and BIM tools (ArchiCAD or similar) for preparing drawings and diagrams.
2	Basic knowledge of architectural design and urban planning, particularly the principles of public space design.
3	Basic understanding of historical and urban heritage (including UNESCO sites) and skills in working with regulatory documentation (DBN, national standards, etc.).

Learning outcomes	
	In terms of knowledge:
EK 1	Has knowledge of inclusivity, accessibility, barrier-free design and universal design in the context of public spaces in historic cities, and understands the main types of barriers and user groups.
EK 2	Is able to identify issues of inclusivity in public spaces within a historically formed environment, analyse regulatory requirements and select relevant examples and approaches.
	In terms of skills:
EK 3	Is able to carry out a learning-project task: conducting a spatial inventory, an accessibility audit, an analysis of historical maps and routes, as well as formulating well-founded proposals for adapting the environment.
	In the area of social competences:
EK 4	Is able to present the results of the analysis and project proposals in graphic and textual form, providing reasoned explanations of their compliance with accessibility requirements and the historical context.

Course content	
Form of classes – lectures, practical sessions	
	Curriculum
L1	Theoretical foundations of inclusivity, accessibility and principles of intervention in historically formed environments Key concepts of inclusivity, accessibility, barrier-free design and universal design; regulatory framework; principles of sensitive, minimal and reversible intervention in the historical environment; course structure, selection of research subject and the role of the MOOC course and digital platform as cross-cutting tools for supporting the discipline.



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L2	Analysis of the historically formed environment from the perspective of inclusivity and accessibility, and examples of the adaptation of public spaces Methods for analysing the historical environment are outlined: working with historical maps, plans and archival materials; identifying spatial axes, historical layers, lost buildings and connections with the surrounding area. On this basis, Ukrainian and international examples of the adaptation of historic public spaces are examined, along with the principles for selecting analogues and methods for translating the results of the analysis into project logic.
L3	Project concept for an inclusive and accessible public space: routes, navigation, materials and details The principles for forming a general design concept for the adaptation of historic public space are examined, along with the logic behind constructing an inclusive route and organising zones for movement, activity and leisure. The analysis then moves on to approaches to the orientation and navigation system, as well as materials, surfacing, landscaping elements and details that ensure accessibility, legibility and the sensitive integration of new solutions into the historically formed environment. Particular attention is paid to the justification of design decisions and the preparation of visual presentations.
P1	Using a digital platform as a tool for preparing field research on inclusivity and accessibility Mastering methods for identifying barriers, completing checklists and matrices, taking photographs, and preparing for an on-site survey of a selected site using a digital platform for analysing public spaces. The practical session is based on materials from the MOOC course, the structure of which is presented in the first lecture and continues to guide the entire course.
P2	Analysis of the results of the field study on inclusivity and accessibility, and setting the task for historical and architectural analysis Presentation of the results of the on-site survey, checking of checklists, matrices and photographic documentation, clarification of problem areas and the suitability of the selected site for the course assignment. Formulation of the task for cartographic analysis of the territory and preparation of a historical and architectural reference plan with an analysis of the surrounding area.
P3	Historical and architectural master plan and setting the task for analysing the current situation from an accessibility perspective Discussion of cartographic findings, historical layers, spatial axes, lost buildings and connections with the surrounding area. Formulation of the task to produce a reference plan of the existing situation, taking into account the functional structure of the area, the transport and pedestrian network, and the results of the barrier analysis.
P4	Base plan of the existing situation and a draft master plan with proposals for inclusivity and accessibility Analysis of the baseline plan of the existing situation, functional and transport-pedestrian connections, as well as identified problem areas in the environment. Development of a draft concept for the master plan, definition of the logic of an inclusive route and key points for project intervention.
P5	Development of the project concept for an inclusive public space



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	Refinement of the master plan structure, the inclusive route, and spatial connections between zones of movement, activity and leisure. Development of key design solutions that determine the further detailing of the space.
P6	Detailing of the design solution: navigation, materials, surfacing and amenity elements for an accessible environment Development of an orientation and navigation system, refinement of recreational areas, selection of materials, surfacing, landscaping elements and key details, taking into account accessibility and historical context. Preparation of the final graphic presentation and explanatory notes.
P7	Defence of coursework on the design adaptation of public space based on the principles of inclusivity and accessibility Presentation of research findings and a design proposal for the modernisation of public space within a historically formed environment. Presentation of the workflow from field research and analysis to the development of master plans, design concepts and detailed solutions.

Teaching methods	
1	Lectures incorporating discussion, case studies, and work with regulatory and methodological sources.
2	Practical sessions, consultations, sketching, working with maps, master plans, analogues, and graphic and analytical materials.
3	Field surveys, photographic documentation, on-site route analysis, barrier audit, phased project development and defence of the coursework.
4	The teaching process also utilises a MOOC course and a platform for analysing public spaces. The MOOC course serves as a comprehensive digital resource for the theoretical and regulatory aspects of the discipline, whilst the platform is used for inventorying, auditing barriers, documenting and presenting results. After each lecture, students work through the relevant MOOC module to consolidate the material, and during preparation for practical sessions and the completion of their coursework, they refer back to it as a methodological guide.

Assessment methods and criteria		
Assessment method code	Description of the assessment method	Pass mark
O1	Continuous assessment (O1): quality of interim assignments, completeness of analytical materials, results of site surveys, checklists, photographic documentation, cartographic analysis, historical and architectural reference plan, reference plan of the existing situation, draft master plan and participation in consultations.	51%



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O2	Final project (O2): coursework comprising an explanatory note, A3-format graphic materials and their public defence, with justification of decisions regarding inclusivity, accessibility and sensitive intervention in the historically formed environment.	51%
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Key reading	
1	Bevz M., Khokhon M., Yasynskyi M. (2025). Inclusivity and accessibility of public spaces in historic cities: a teaching and learning guide. Lviv: Lviv Polytechnic National University.
2	Big City Lab (2021). Accessibility Album: A practical guide for architects and designers of public spaces. Kyiv: Big City Lab; Ministry of Community and Territorial Development of Ukraine.
3	DBN V.2.2-40:2018. Inclusivity of buildings and structures. Kyiv: Ministry of Regional Development.
4	DBN B.2.2-12:2019. Planning and Development of Territories. Kyiv: Ministry of Community and Territorial Development of Ukraine.
5	Cabinet of Ministers of Ukraine (2021). On the approval of the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030. Kyiv: Cabinet of Ministers of Ukraine.
6	Popov, D. (2021). International Practices on the Accessibility of Public Spaces and Buildings for People with Disabilities: Guidelines for Local Authorities. Kyiv: Resource Centre 'Barrier-Free Ukraine', UNDP.
7	Ambrose I. et al. (2013). Accessible Routes in Historical Cities. Brussels: European Foundation Centre.
8	Jiménez Martín D. et al. (2022). Urban Accessibility in World Heritage Cities. In: Transforming our World Through Universal Design for Human Development. Amsterdam: IOS Press.
9	Historic England (2015). Easy Access to Historic Buildings. London: Historic England.
10	EN 17210:2020. Accessibility and usability of the built environment — Functional requirements. Brussels: CEN.
11	ISO 21542:2011. Building construction — Accessibility and usability of the built environment. Geneva: ISO.
12	Burton E., Mitchell L. (2006). Inclusive Urban Design: Streets for Life. Oxford: Architectural Press.
13	Imrie R., Hall P. (2001). Inclusive Design: Designing and Developing Accessible Environments. London: Spon Press.
14	Connell B. R. et al. (1997). The Principles of Universal Design. Stockholm: EIDD.
15	Cowart C. A. et al. (2024). Trauma-informed Design. Boston: Trauma-informed Design Society.
Further reading	



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1	DBN V.3.2-1-2004. Restoration, conservation and repair works on cultural heritage sites. Kyiv: State Construction Committee of Ukraine.
2	UNESCO (2011). Recommendation on the Historic Urban Landscape (HUL). Paris: UNESCO.
3	URBACT (2023). Accessible and Inclusive Public Spaces: Foundations for Thriving Communities. Paris: URBACT Secretariat.
4	Gehl J. (2010). Cities for People. Washington, DC: Island Press.
5	Lynch K. (1960). The Image of the City. Cambridge, MA: MIT Press.
6	Kitchin R. (2000). Disability, Space and Society. Aldershot: Ashgate.
7	EIDD (2004). About Design for All. Stockholm: European Institute for Design and Disability.
8	EIDD (2004). The EIDD Stockholm Declaration on Inclusive Design. Stockholm: European Institute for Design and Disability.
Teaching materials and project section	
1	Del Bianco, (2025). Accessibility and Inclusion in Historic Public Spaces. Florence: Fondazione Romualdo Del Bianco.
2	University of Granada (UGR) (2025). Inclusive Public Spaces in Historic Cities. Granada.
3	Kyiv National University of Construction and Architecture (KNUCA) (2025). Accessibility and Urban Heritage. Kyiv.
4	MOOC.
5	Accessibility Learning Platform.

Student workload	
Type of activity	Average number of hours required
Contact hours with the lecturer, including:	40
Attendance at lectures	12
Participation in practical sessions and the final presentation	28
Independent study, including:	50
Preparation for lectures and practical sessions (studying the course book, standards, sources, analogues, MOOC modules and digital materials)	20
Completion of the final coursework (explanatory note, drawings, visualisations and preparation for the defence)	30
Total student workload	90



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Total number of ECTS credits for the course

3

Learning outcomes matrix					
Symbol Learning of subject	Learning outcomes of the study programme / degree of correlation	Objectives of the subject	Curriculum content	Teaching of teaching	Assessment assessment
EK 1	PR02, PR08, ++ PR12, PR15	C1, C2	L1–L3, P1– P7	1, 2	O1, O2
EK 2	PR04, PR05, +++ PR06, PR12	C1, C2	L1–L3, P1– P7	1, 2	O1, O2
EK 3	PR07, PR09, +++ PR12, PR15, PR20, PR21	C1, C2	L1–L3, P1– P7	1, 2, 3	O1, O2
EK 4	PR01, PR16, ++ PR19	C1, C2	L2-L3, P2-P7	1, 2	O1, O2

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