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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

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Module (subject) syllabus
Field of study: Architecture
Second-cycle studies

Item:	Accessibility and inclusiveness of public spaces in historic cities
Item type:	-
Item code:	-
Year:	I
Term:	III
Form of studies:	Stationary
Type of classes and number of hours per semester:	30
Lecture	10
Exercises	20
Laboratory	-
Design	-
Number of ECTS points:	2
How to pass:	Lecture – written test Exercises - Presentation of an analytical and conceptual study , including: • analysis of the accessibility and inclusiveness of selected public spaces in the historic city, • identification of barriers, • formulating modernization guidelines while respecting historic values.
Language of instruction:	English/Polish

Course objectives

C1



	The course is dedicated to the analysis, evaluation, and design interpretation of the accessibility and inclusiveness of public spaces in historic cities , understood as areas of particular cultural, urban, and social value, subject to conservation protection. The course focuses on the relationship between cultural heritage protection and the right to equal use of public space , as defined by international, European, and national legal frameworks. The classes are analytical and design exercises based on work with real-world examples of public spaces located in historical urban settings (squares, markets, Old Town streets, and historic complexes). Particular emphasis is placed on identifying and classifying barriers to accessibility and inclusivity , understood not only as architectural barriers but also as functional, sensory, informational, organizational, social, and symbolic barriers. The subject develops the ability to perceive accessibility and inclusiveness as a design and management process that must be conducted with respect for: • historical authenticity, • integrity of the historic space, • spatial and cultural relations. The following are used in the teaching process: • MOOC courses (theoretical and legal knowledge), • Platform for the analysis of public spaces (inventory, barrier audit, documentation and presentation of results). The final result of the course is the presentation of an analysis and concept for improving accessibility and inclusiveness , formulated in accordance with the principles of cultural heritage protection. • Gaining knowledge about the accessibility and inclusiveness of historic public spaces. • Understanding the importance of protecting cultural heritage in the process of modernizing public spaces. • Learning about basic documents and legal regulations regarding accessibility.
C2	• Acquiring the ability to critically analyze historical public spaces in terms of accessibility and inclusiveness . • Developing the ability to identify elements that build the identity of a place (genius) loci) and formulating modernization guidelines with their protection.

Prerequisites in terms of knowledge, skills and other competencies	
1	A student taking the course should have:



	• Basic knowledge of the history of architecture and urban planning, with particular emphasis on historical cities and their spatial structures. • Basic knowledge of the principles of protection of monuments and cultural heritage, including concepts such as authenticity, integrity, and historical value. • Knowledge of the design of public spaces and the functioning of urban spaces.
2	In terms of skills: • Ability to read and interpret architectural and urban planning drawings. • Ability to prepare basic drawing and descriptive documentation. • Ability to use a computer and basic graphics and presentation software.
3	In terms of social competences: • Readiness to work individually and in a team. • Openness to critical analysis of space and the needs of various user groups

Learning outcomes	
	In terms of knowledge:
EK 1	Student: • knows and understands the concepts of accessibility and inclusiveness in relation to public spaces and historic cities; • knows the typology of accessibility and inclusiveness barriers (architectural, functional, sensory, informational, organizational and social); • knows the basic principles of protection and conservation of historic public spaces and understands their importance for preserving the identity of a place.
EK 2	Student: • knows and understands the basic legal and normative framework regarding the accessibility and rights of users of public spaces (international, European and national law); • understands the relationship between historic values and the need to adapt public spaces to the needs of contemporary users; • knows the methodology for analysing the accessibility and inclusiveness of public spaces in historical cities.



	In terms of skills:
EK 3	Student: • is able to analyse the accessibility and inclusiveness of a selected public space in a historic city; • can identify and classify barriers to accessibility and inclusiveness ; • is able to interpret the results of the analysis in the context of historic values and conservation constraints; • is able to formulate modernisation guidelines that improve accessibility and inclusiveness while respecting heritage protection. • is able to translate analytical conclusions into a concept of spatial and organizational activities; • is able to prepare clear graphic and descriptive documentation; • is able to present and defend his/her position in an academic discussion.
	In terms of social competences:
EK 4	Student: • is aware of the social responsibility of the architect and urban planner in shaping public spaces; • understands the importance of equal access to public space for the quality of life and social cohesion; • is ready to provide constructive criticism and take into account the needs of various user groups.

Course curriculum content	
Form of classes – lectures	
	Program content
L1	An introduction to accessibility and inclusivity in historic cities The course introduces basic concepts and issues related to the accessibility and inclusiveness of public spaces, with particular emphasis on the specificity of historic cities. Definitions of accessibility and inclusivity from an architectural, urban, and social perspective, as well as the relationships between them, are discussed . The role of public space as a common good and its importance for social integration are analyzed. Particular attention is paid to the differences between historical public spaces, resulting from their origins, spatial structure, and conservation considerations. Students will become familiar with the basic types of public spaces in historic cities (market squares,



	squares, streets, pedestrian areas, and old town complexes) and with the issues of their contemporary use by diverse social groups.
L2	Legal and normative framework for accessibility and inclusiveness The course includes a discussion of key international, European, and national documents regulating accessibility and the rights of users of public spaces. The UN Convention on the Rights of Persons with Disabilities and its importance for shaping public spaces are analyzed. Selected European regulations and national legal acts relating to architectural accessibility, information, and public services are presented. The responsibility of designers, investors, and managers of public spaces in ensuring equal access to public spaces, including those in protected areas, is discussed.
L3	Historic public spaces as objects of protection The course focuses on the protection of cultural heritage in relation to public spaces. The concepts of authenticity, integrity, and identity of place (genius) are discussed. loci) in the context of historical urban layouts. Students analyze public space as a carrier of tangible and intangible values, taking into account historical, social, and cultural layers. Particular attention is paid to the conflicts between protecting historical values and adapting spaces to the needs of contemporary users, including those with various functional limitations.
L4	Methodology for analysing the accessibility and inclusiveness of public spaces The course focuses on methods and tools for analyzing the accessibility and inclusiveness of public spaces in historic cities. The structure of an accessibility audit and the principles of conducting field inventories are discussed. Students will become familiar with analysis cards, checklists , and principles for documenting barriers to accessibility and inclusion . The course utilizes the Public Spaces Analysis Platform, which enables systematic data collection, organization, and presentation of analysis results.
L5	Typology of accessibility and inclusion barriers The course focuses on identifying and classifying barriers found in historic public spaces. Topics covered include: • architectural and terrain barriers, • functional and organizational barriers,



	• sensory barriers (visual, auditory), • information and communication barriers, • social and symbolic barriers. Students analyze the impact of particular types of barriers on the ability of different user groups to use public spaces and learn to assess their importance in the context of protecting historic values.
L6	Formulating modernization guidelines The course focuses on developing modernization guidelines aimed at improving the accessibility and inclusiveness of historic public spaces. Principles for designing equivalent and compensatory solutions are discussed, enabling the reconciliation of accessibility requirements with the protection of cultural heritage. Students learn to formulate spatial, functional and organizational recommendations, taking into account conservation constraints and the need to preserve the authenticity of the space.
L7	Academic presentation and discussion The final session is devoted to the presentation of final studies. Students present the results of their analyses and proposed modernization guidelines. The session takes the form of a public presentation combined with an academic discussion, during which the accuracy of the analyses, methodological correctness, and the quality of the proposed solutions are assessed.
	Program content
P1	Analytical and conceptual study, including: • analysis of the accessibility and inclusiveness of selected public spaces in a historic city, • identification of barriers, • formulation of modernization guidelines with respect for historic values.

Teaching methods	
1	Lecture with the use of multimedia presentations containing theoretical and practical content sample solutions,
2	Exercises - demonstration, Massive Online Open Course MOOC, Digital Platform for Accessibility Analysis
3	On-site inspection



Evaluation methods and criteria		
Evaluation method symbol	Description of the evaluation method	Passing threshold
O1	Written examination covering the lecture content	60%
O2	Assessment of the progress and correctness of modernization in terms of accessibility of public spaces (correction)	51%
O3	Correct execution of the public space evaluation and development of conclusions and their implementation in the conceptual design	51%

Basic literature	
1	Cultural heritage and historic cities Ashworth , G. J., Graham, B., Tunbridge , J. E. (2007). <i>Pluralizing Pasts: Heritage, Identity and Place in Multicultural Societies</i> . London: Pluto Press. Bandarin, F., van Oers, R. (2012). <i>The Historic Urban Landscape: Managing Heritage in an Urban Century</i> . Oxford: Wiley-Blackwell . Feilden, B. M. (2003). <i>Conservation of Historic Buildings</i>. Oxford: Architectural Press. Jokilehto, J. (1999). <i>A History of Architectural Conservation</i>. Oxford: Butterworth-Heinemann. Smith, L. (2006). <i>Uses of Heritage</i>. London: Routledge. Zukin, S. (2010). <i>Naked City: The Death and Life of Authentic Urban Places</i>. Oxford: Oxford University Press
2	Przestrzeń publiczna, prawo do miasta, sprawiedliwość przestrzenna Gehl, J. (2011). <i>Life Between Buildings: Using Public Space</i>. Washington: Island Press. Harvey, D. (2012). <i>Rebel Cities: From the Right to the City to the Urban Revolution</i>. London: Verso. Healey, P. (1997). <i>Collaborative Planning: Shaping Places in Fragmented Societies</i>. London: Macmillan. Lefebvre, H. (1991). <i>The Production of Space</i>. Oxford: Blackwell. Madanipour, A. (2010). <i>Public and Private Spaces of the City</i> . London: Routledge . Soja, E. (2010). <i>Seeking Spatial Justice</i> . Minneapolis: University of Minnesota Press.
3	Inclusivity , symbolic power, social diversity Bourdieu, P. (1991). <i>Language and Symbolic Power</i> . Cambridge: Polity Press. Kern, L. (2020). <i>Feminist City: Claiming Space in a Man-Made World</i> . London: Verso. Low, S. (2017). <i>Spatializing Culture: The Ethnography of Space and Place</i>. London: Routledge.



	4. Valentine, G. (1992). Images of danger: Women's sources of information about the spatial distribution of male violence. <i>Area</i>, 24(1), 22–29. 5. Young, I. M. (2000). <i>Inclusion and Democracy</i>. Oxford: Oxford University Press.
4	Universal design and accessibility 1. Steinfeld, E., Maisel, J. (2012). <i>Universal Design: Creating Inclusive Environments</i>. Hoboken: Wiley.
5	Cultural heritage and accessibility 1. Szmygin, B. (2022). <i>Architectural accessibility of historic buildings for people with special needs</i>. Warsaw: National Heritage Institute.
6	EU and international documents 1. United Nations (2006). <i>Convention on the Rights of Persons with Disabilities (CRPD)</i>. New York. 2. European Union (2019). <i>European Accessibility Act</i>. Brussels: European Commission. 3. UNESCO (2011). <i>Recommendation on the Historic Urban Landscape (HUL)</i>. Paris. 4. UNESCO/ICOMOS (1994). <i>The Nara Document on Authenticity</i>. Nara. 5. World Health Organization (2011). <i>World Report on Disability</i>. Geneva.
7	Legal acts – POLAND Accessibility and disability 1. Act of 27 August 1997 on vocational and social rehabilitation and employment of disabled persons (Journal of Laws 1997 No. 123 item 776 as amended). 2. Act of 19 July 2019 on ensuring accessibility for persons with special needs (Journal of Laws of 2019, item 1696, as amended). 3. Act of 4 April 2019 on digital accessibility of websites and mobile applications of public entities (Journal of Laws of 2019, item 848, as amended). Construction 1. Act of 7 July 1994 – Building Law (Journal of Laws 1994, No. 89, item 414, as amended). 2. Regulation of the Minister of Infrastructure of 12 April 2002 on technical conditions to be met by buildings and their location (Journal of Laws of 2002, No. 75, item 690, as amended). Monument protection 1. Act of 23 July 2003 on the protection and care of monuments (Journal of Laws of 2003, No. 162, item 1568, as amended).



Additional literature	
1	Textbooks and project materials (teaching corpus) 1. Del Bianco, (2022). Accessibility and Inclusion in Historic Public Spaces. Florence: Fondazione Romualdo Del Bianco. 2. University of Granada (UGR) (2022). Inclusive Public Spaces in Historic Cities. Granada. 3. Kyiv National University of Construction and Architecture (KNUCA) (2022). Accessibility and Urban Heritage . Kyiv . 4. Lviv Polytechnic National University (NULP) (2022). Public Spaces and Accessibility in Historic Cities. Lviv . 5. MOOC 6. Accessibility Learning Platform
2	Standards and standards technical (supplementary) 1. ISO 21542:2021 – Building construction – Accessibility and usability of the built environment. 2. EN 17210:2021 – Accessibility and usability of the built environment – Functional requirements.

Student workload	
Form of activity	Average number of hours to complete an activity
Contact hours with the lecturer, including:	30
Participation in exercises	20
He attended lectures	10
Student's own work, including:	30
Preparation for classes	10
Independent preparation of the study	20
Total student work time	60
Total number of ECTS points for the course	2

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	Course objectives	Program content	Teaching methods	Assessment methods
EK 1	A1A_W14 ++	C1, C2	L1, L2, L3, L4, L5, L6, L7	2	O1, O2



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EK 2	A1A_W04 +++	C1, C2	L1, L2, L3, L4, L5, L6, L7	2	O1, O2
EK 3	A1A_U02 + A1A_U09 ++ A1A_U21 + A1A_U26 +++	C1, C2	L1, L2, L3, L4, L5, L6, L7	1, 2, 3	O1, O2, O3
EK 4	A1A_K07 ++	C1	L1	1, 2	O1, O2

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