



Subject card

Subject name and code	Design for all, PG_00052792						
Field of study	Architecture						
Date of commencement of studies	October 2020	Academic year of realisation of subject			2021/2022		
Education level	first-cycle studies	Subject group			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
Mode of study	Full-time studies	Mode of delivery			at the university		
Year of study	2	Language of instruction			Polish		
Semester of study	4	ECTS credits			1.0		
Learning profile	general academic profile	Assessment form			assessment		
Conducting unit	Department of Technical Fundamentals of Architecture Design -> Faculty of Architecture						
Name and surname of lecturer (lecturers)	Subject supervisor	dr hab. inż. arch. Marek Wysocki					
	Teachers	dr hab. inż. arch. Marek Wysocki					
Lesson types and methods of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	15.0	0.0	0.0	0.0	0.0	15
	E-learning hours included: 0.0 Adresy na platformie eNauczenie:						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan	Participation in consultation hours	Self-study	SUM		
	Number of study hours	15	1.0	9.0	25		
Subject objectives	The aim of the course is to raise awareness of the needs of people with special needs and the idea of universal design. The course aims to introduce the social and legal conditions of the architectural profession, focused on the needs of all sensitive user groups, including people with disabilities and the elderly. Knowledge of solutions related to Design for All is necessary due to implementation of directives and standards whose task is to coordinate activities aimed at increasing accessibility of space, products and services.						
Learning outcomes	Course outcome	Subject outcome	Method of verification				
	[K6_W03] knows and understands history and theory of architecture as well as art, technology and humanities to the extent necessary for the proper performance of architectural designs; issues related to architecture and urban planning useful for the design of architectural objects and urban complexes in the context of social, cultural, natural, historical, economic, legal and other non-technical conditions of engineering activities; integrating knowledge acquired during studies;	knows and understands the principles of universal design, including the idea of designing spaces and buildings accessible to all users, in particular to people with disabilities, in architecture, urban planning and spatial planning, and the principles of ergonomics, including ergonomic parameters necessary to ensure full functionality of designed spaces and facilities for all users, in particular for people with disabilities.	[SW1] Assessment of factual knowledge [SW2] Assessment of knowledge contained in presentation				
	[K6_W06] knows and understands the nature of the architect's profession and its role in society; main principles of professional presentation of architectural and urban concepts	knows and understands the relationship between man and architecture and between architecture and its surrounding environment, and the need to adapt architecture to human needs and human scale	[SW2] Assessment of knowledge contained in presentation				

Subject contents	The classes will introduce students to the subject of widely understood accessibility and the principles of universal design. They will indicate the context of international and Polish law in the implementation of the proposed solutions. They will build awareness and knowledge about the limitations on the one hand, and on the other hand, about the specific needs of all users of social life, i.e. the impact of the design of the built environment, transport, and access to services on the lives of individuals and their relationships in society. The Accessibility Standards of the Center for Universal Design will be discussed. The adopted format of the course is lectures, which include 15 hours and will be conducted online in 5 meetings of 3 hours each. Grading will be according to the results of a test taken online during the last class.		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
Recommended reading	Basic literature	<ol style="list-style-type: none"> 1. Kuryłowicz Ewa., Projektowanie uniwersalne. Uwarunkowania architektoniczne kształtowania otoczenia wybudowanego przyjaznego dla osób niepełnosprawnych, wyd. 2 poprawione, Stowarzyszenie Przyjaciół Integracji, Warszawa 2005. 2. Neufert E., Podręcznik projektowania architektoniczno-budowlanego. Arkady, Warszawa, 1995. 3. Rozporządzenie Ministra Infrastruktury z dnia 12 kwietnia 2002 r. w sprawie warunków technicznych, jakim powinny odpowiadać budynki i ich usytuowanie. 4. Ustawa o zapewnianiu dostępności osobom ze szczególnymi potrzebami z dnia 19 lipca 2019 r. 5. Wysocki M. : Przestrzeń publiczna przyjazna seniorom. Rzecznik Praw Obywatelskich, Warszawa, 2015 r. 	
	Supplementary literature	<ol style="list-style-type: none"> 1. Jasiak Aleksandra, Swereda Dariusz, Ergonomia osób niepełnosprawnych, wyd. 2, Wydawnictwo Politechniki Poznańskiej, Poznań 2009. 2. Konwencja ONZ o prawach osób z niepełnosprawnościami, 3. Wysocki Marek, Projektowanie otoczenia dla osób niewidomych. Pozawzrokowa percepcja przestrzeni, Wydawnictwo Politechniki Gdańskiej, Gdańsk 2010, 4. Wysocki Marek, Załuski Daniel, Ekspertyza w zakresie dostępności kolejowych obiektów obsługi podróży z niepełnosprawnościami oraz ograniczoną możliwością poruszania, UTK, Warszawa 2017 	
	eResources addresses	<p>Podstawowe</p> <p>https://rarr.rzeszow.pl/projekty/projekt-dostepna-szkola/#dostepna-szkola-model-dostepnej-szkoly - The accessible school model is a document containing methods and actions according to defined accessibility standards, ensuring comprehensiveness and combining architectural, technical, organizational and awareness solutions in response to real problems and possibilities of the school, in order to equalize educational opportunities for students with disabilities and special educational needs. The model assumes that schools achieve defined levels of maturity: - basic, - intermediate - advanced. The model is based on a holistic approach in which merely increasing architectural accessibility or equipping the school with equipment or technical solutions will not guarantee an improvement in the quality of education or actual inclusion of a child with special needs in the life of the school community. Similarly, introducing solutions in the area of improving skills and competences, education and upbringing, or organizational solutions without simultaneous actions focused on increasing architectural accessibility and purchasing necessary equipment, may not bring the expected results. The model assumes synergy of architectural and technical, awareness and organizational solutions, while taking into account the real needs and capabilities of schools. It is based on a number of values and principles that cut across all areas. At the center of the activities carried out is the student, his/her potential and individual needs, the right to equal treatment and inclusion in the community.</p>	
Example issues/ example questions/ tasks being completed	<p>What are the principles of universal design.</p> <p>What the concept of adaptability of space means.</p> <p>A basis for evaluating accessibility that takes into account the requirements of people with special needs</p>		
Work placement	Not applicable		