



## Subject card

Subject name and code	Architectural Project V. Project for all, PG_00055848						
Field of study	Architecture						
Date of commencement of studies	October 2021		Academic year of realisation of subject		2023/2024		
Education level	first-cycle studies		Subject group		Optional subject group 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	3		Language of instruction		Polish		
Semester of study	5		ECTS credits		6.0		
Learning profile	general academic profile		Assessment form		assessment		
Conducting unit	Department of Housing and Architecture of Public Buildings -> Faculty of Architecture						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr inż. arch. Marta Wojtkiewicz				
	Teachers		dr inż. arch. Elżbieta Marczak  dr inż. arch. Piotr Marczak  dr inż. arch. Jacek Poplatek  dr inż. arch. Magdalena Podwojewska  mgr inż. arch. Marta Wojtkiewicz  dr inż. arch. Andrzej Prusiewicz  dr hab. inż. arch. Robert Idem  dr inż. arch. Agnieszka Błażko  dr inż. arch. Małgorzata Skrzypek-Łachińska				
Lesson types and methods of instruction	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	0.0	0.0	75.0	0.0	75
	E-learning hours included: 0.0						
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	75		9.0		66.0	150
Subject objectives	The student recognizes the needs and expectations of all potential users, including persons with special needs, in relation to small public buildings. It correctly solves the relationship between the function, form, structure and technology in such an object and prepares its original architectural concept in accordance with the design assumptions.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[K6_W02] knows and understands the rules of gathering information and their interpretation as a part of project concept preparation; issues related to architecture and urban planning in the field of simple design problems solving	The student learns the conditions, is able to carry out the necessary analyses, collects conclusions and interprets them appropriately. He knows the applicable laws and regulations in the field of design. He submits the acquired knowledge to the author's design concept. He skillfully solves encountered problems and implements new solutions both in the architectural and urban context.	[SW1] Assessment of factual knowledge
	[K6_U04] is able to use analytical methods to formulate and solve project tasks	The student is able to carry out analyzes necessary for a given location in the context of urban planning, functions, greenery, communication, history of the place, culture and identifies problems occurring in a given space. Recognizes the needs and expectations of all potential users, including persons with disabilities and other special needs. On the basis of all analyses, researches and acquired conclusions, he creates an architectural concept. Correctly solves the relationship between function, form, construction and technology in accordance with the design assumptions. He acquires versatility in solving design problems, shaping mixed-function objects, taking into account new trends and technologies.	[SU1] Assessment of task fulfilment [SU2] Assessment of ability to analyse information
	[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	The student is able to carry out all the necessary architectural and urban analyses. Putting himself in the role of an architect, he recognizes the needs and expectations of all potential users of a given space, including persons with disabilities and other special needs. Based on the acquired conclusions, he creates an original architectural concept. Correctly solves the relationship between function, form, construction and technology in accordance with the design assumptions. He is able to present the effects of his work, taking care of the high aesthetics and quality of the presented solutions.	[SW2] Assessment of knowledge contained in presentation [SW3] Assessment of knowledge contained in written work and projects

Subject contents	<p>The subject of the classes</p> <p>Students are divided into five project groups. There are five themes to choose from:</p> <ol style="list-style-type: none"> <li>1. Discovering Strzyża - organizing and supplementing the buildings of Lower Wrzeszcz in the area of Park Kuźniczki - Plac Księdza Bronisława Komorowskiego</li> <li>2. The project of the Social Services Center in Sopot.</li> <li>3. Design of an architecture facility for water tourism and recreation with accompanying functions; small gastronomy, tourist information, boarding house, recreation and sports center with gastronomy and accommodation facilities.</li> <li>4. The concept of a facility whose main users will be children or groups of different ages, and at the same time being a response to contemporary social problems: an integrated kindergarten, a day care facility or a cultural center.</li> <li>5. The planned library with a housing estate club and a small cafe located in the Gdańsk Oliwa district, ul. Podhalańska, an area in close proximity to the Church of Our Lady Queen of the Polish Crown and Secondary School No. V in Gdańsk.</li> </ol> <p>Students will take part in simulation workshops to raise their awareness of the needs of people with disabilities. A site visit to the project area will be conducted using simulators that allow students to take on the role of people with special needs. The effect of such a visit to the project plot will be to prepare an analysis of architectural barriers on the way to the area from the nearest public transport hub.</p> <p>Design solutions in each of the topics should take into account the principles of universal design and be accessible to all users. On the design boards, students will graphically present the principles of universal design implemented in their project.</p> <p><i>(project implemented thanks to a grant from IDUB/Didactic Innovation Competition organized by the Center for Modern Education)</i></p>		
Prerequisites and co-requisites			
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	Project delivered on time, complete in terms of the adopted assumptions, factually correct, aesthetically given.	100.0%	100.0%
Recommended reading	<p>Basic literature</p> <p>-Neufert E. "Handbook of architectural and construction design", Arkady, Warsaw 1991 -</p> <p>-Journal of Laws No. 75, 2002, Regulation of the Minister of Information of April 12, 2002 on the technical conditions to be met by buildings and their location</p> <p>-Act of July 7, 1994 Construction Law - consolidated text with amendments</p> <p>-Act of July 2019, on ensuring accessibility for people with special needs,</p> <p>-Wysocki M., Accessibility Standards CPU PG (documents adopted by Gdańsk, Gdynia and Sopot)</p> <p>-Szparkowski Z., Principles of shaping architectural space and form. OWPW, 1993</p>		

	Supplementary literature	<p>-Architectural magazines: Architektura i Biznes, Architecture d'Aujourd'hui, Architectural Design, Architectural Record, Architectural Review, Detail, Architecture and Urbanism, Materia</p> <p>-www.archidaily.com</p> <p>-Alexander Ch., The Language of Patterns, GWP, Gdańsk 2008</p> <p>-Borysiuk S., Sanitary and hygienic principles of designing gastronomic establishments and commercial facilities (places of trade) with food products, elaboration. PZITS, Warsaw 1999</p> <p>-Sim D., Benevolent City, High Castle, 2020</p> <p>-Montgomery Ch., Happy City, Krakow 2015</p>
	eResources addresses	Adresy na platformie eNauczanie:
Example issues/ example questions/ tasks being completed	<p>Tasks carried out in the area of raising awareness, accessibility and universal design:</p> <p>On a given date, using available simulators, students will play the role of persons with special needs and perform a local vision of the project area, recognizing the barriers existing in its surroundings.</p> <p>Each group is to prepare a report on the site visit/simulation activities in the field carried out using simulators. The report may take the form of photos with description or a video.</p> <p>Students prepare an analysis of the barriers occurring in the project area and its surroundings. Barriers along the way to the nearest public transport stop (bus, tram or SKM/PKM) should be taken into account. The analysis will be included on the project board.</p> <p>Students will develop an analysis of their project in terms of implementing the principles of universal design. It is necessary to indicate which specific solutions used in the project correspond to specific of the 8 principles. The analysis will be included on the project board.</p>	
Work placement	Not applicable	

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