

**Handbook**  
**Architects in Residence CPD**  
**Partnership Training / Planning Session**

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*The handbook is designed to be completed in a single session by an architect and teacher working together. A session can be a morning, an afternoon or a twilight event. It will take between two and two and half hours.*



## Example Outline Programme Plan

London school students in primary and secondary schools and their teachers are invited to work with architects, as part of a curriculum focussed programme, to develop their plans for a greener London neighbourhood or locality. Best work will be exhibited at the RIBA, 66 Portland Place, W1B 1AD, during Architecture Week 2007. The project will begin immediately after half term in February 2007 and will have two strands, artistic and scientific reflecting the fact that architecture is both an art and a science.

### Outline Brief: Two interpretations of green

In developing their plans for a greener London neighbourhood or locality, students may interpret “greener” in one of two main ways:

- **green** may be interpreted poetically, or artistically to mean **embodying the values of the natural world**. Students will be invited to produce 2D artwork or digital photography, 3D models of structures, or schemes or proposals for branding an area. *This approach will be appropriate for students of art and design or design technology or graphics*
- **green** can be taken to mean “**sustainable**” and therefore to refer to arrangements which result in conservation of resources such as energy for heating or cooling buildings, conservation of water, waste processing or recycling, or energy efficient ways of moving around a neighbourhood. Students will be asked to produce for exhibition models of energy efficient structures or schemes that exemplify their plans. *This approach will be appropriate for students of geography, science, environmental studies at a range of levels*

### Provisional Timetable 2007

Setting up	January	Invitation to schools to participate
		Consultation with each participating teacher and architect
		Circulation of preparatory briefing document
<i>Completed</i>	February	Partnerships established
Stage 1	March	Joint training for architects and teachers
<i>Completed</i>	End March	Individual project plans finalised
Stage 2		First visit of architect to school to make presentation
		Site visit accompanied by architect
<i>Completed</i>	Mid-April	Student briefs issued
Stage 3	Mid April	Work in schools – possibly organised as workshop
		Architects visit to crit work in progress
<i>Completed</i>	End May	Exhibition ready work completed
Stage 4	June 4 – 9	Best work from each school selected for exhibition
	June 15 – 24	Architecture Week Exhibition
		Event for teachers and students
<i>Completed</i>	July	Evaluation

### Partners: RIBA London, RIBA Trust, and Arts Inform

**Project Management:** Frances Morrell / Linda Payne, Joint Chief Executive Arts Inform; Rob Wilson, Curator, Exhibitions, RIBA Trust

## **Purpose of Session**

This handbook is designed to support an architect and a teacher who are intending to work in partnership on architecture and the built environment project for school students.

This handbook may be used as part of a training session organised by an agency which has established a programme involving several schools.

Or it may be used by an individual architect and a teacher who are working together on the basis of an autonomous initiative.

### **Main Aims**

To ensure that architect – teacher partners have:

- had the opportunity for an initial get to know you meeting
- been advised about basic issues such as project budget, health and safety procedures, police checks, and insurance
- had an overview of the whole project and the likely length of time
- made a first project plan showing aim, objectives, student output
- agreed an outline timetable
- have been consulted about evaluation
- have made arrangements for next steps

This handbook provides supporting documentation for each of the stages listed above, in the order given above.

### **Additional documentation**

Please find for reference in the last section of the handbook:

- The advance briefing document which has already been circulated

Supporting documentation for the next phases of the project will be posted on the RIBA website [www.architecture.com](http://www.architecture.com).

## Getting to Know Each Other

### Focus questions

Do we each understand what the other partner does in their professional life and why?  
What does each of us aim to get out of the project?  
How will we communicate with each other during the project?

### Exchanging information

Time will be set aside at the beginning of the session for the architect and the teacher to tell each other about themselves and their work. Each partner may bring background information to the session. Visits or tours of either school or practice could be arranged if appropriate.

### Achieving the aims of each partner

Partners should take the opportunity to clarify what each of them hopes to achieve as a result of participating in the project.

### Keeping in touch during the project

Architects and teachers are very busy people. Partners should identify the most effective method of getting hold of each other while the project is taking place.

### *Checklist of possibilities:*

- Main school or practice telephone number, plus extension numbers
- School or practice emails
- Mobile phone numbers
- Other contact details

## Basics

<b>Focus questions</b>
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Are budget and remuneration arrangements clear? Are the health and safety procedures clear? Are police checks necessary?
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### **Advance briefing document**

An advance briefing document was circulated to all architects and teachers setting out the overall CPD framework and providing information about basic issues such as financial arrangements, health and safety, police checks and insurance which are referred to below. Please see the initial briefing document for further information and raise any questions you have on these matters at this point.

### **Financial arrangements**

The promoter of the whole programme is responsible for describing the financial arrangements which should be clarified at this point. An autonomous partnership should work out together any financial implications of a joint initiative.

### **Health and safety**

Health and safety responsibilities which affect students and other participants involved in this project should be identified by the partners at this stage.

### **Police checks**

The processing of CRB disclosure should be clarified at this point.

### **Insurance**

Our understanding is that architects' practices and schools each carry insurance against accidents or breakages.

## Overview

### Focus questions

Who are the main promoters of the programme?  
 What is the aim of the whole programme?  
 What is the likely format of each school based project?

### Example of main promoters of programme and its aim

The programme is promoted by the RIBA Trust and RIBA London Region in partnership with Arts Inform. Its overall aim is for London school students in primary and secondary schools and their teachers to work in partnership with architects to develop their plans for a greener London neighbourhood or locality.

### Format of many school-based projects

Stage One : Planning <i>One session</i>	Architect and teacher agree a project plan
Stage Two : Preparing the Students <i>One or two visits by the architect</i>	Architect makes presentation to students; architect/teacher lead site visit; issue student brief
Stage Three : Students fulfil brief <i>Teacher determines time scale. Architect visits by agreement: probably two/three visit</i>	Students work through brief in classroom. Architect visits to “crit” work in progress
Stage Four: Students organise work for final event. <i>Architect’s contribution by agreement: probably one visit.</i>	Presentation Exhibition Judging Celebration Evaluation

## Project Plan

<b>Architect's name:</b>	<b>Teacher's name:</b>
<b>Name of practice:</b>	<b>Name and type of school:</b>
<b>Contact details:</b>	<b>Contact details:</b>

<p><b>Aim of Programme</b></p> <p>(Example) To enable London school students in primary and secondary schools and their teachers to work in partnership with architects as part of a curriculum focussed project to develop their plans for a greener London neighbourhood or locality</p>	
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<b>Site for Project</b>	
<b>Curriculum Focus for Project</b>	
<b>Students involved in Project</b> <i>(number, age range, type of group)</i>	

<b>Aim of project</b> <i>(To enable the students to.....?)</i>
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# Project Plan

## Objectives

(Objectives should be SMART – Specific, Measurable, Achievable, Relevant, and within a Timescale)

1:	_____
	_____
	_____
2:	_____
	_____
	_____
3:	_____
	_____
	_____

## Student Output

(What will the students have created and exhibited at the end of the project?)

1:	_____
	_____
2:	_____
	_____
3:	_____
	_____

Site-specific original work in the form of (possible examples):

- 2D art work, digital photography, scale drawings or proposals for branding an area
- 3D models for a structure, a scheme, a piece of public art
- Commentary in the form of a film or written or spoken presentation)

## Project Plan

**Timetable/Structure** *(The project is launched in school with the visit of the architect to make a presentation, if possible lead a site visit and with the teacher issue a student brief. It concludes with the presentation by students of work to an assessor and explanation of how the work presented fulfils the brief.)*

Stage	Output	End date
1	Agreeing a plan	
2	Preparing the students	
3	Students fulfil brief	
4	Students organise work for final event	

## Consultation on Evaluation

<b>Focus questions</b>
What are the arrangements for evaluating the project?
What is the purpose of the evaluation?
Who will be responsible for organising it?

The four stages of the school-based project are listed on page 6. The stages are:

- Planning
- Preparing the students
- Students work through brief
- Students organise work for final event

It is suggested that a “light touch” evaluation is carried out after each of the above four stages.

Each evaluation will involve all key players including –stages 2 to 4 - students; it could take the form of a single side of paper containing questions and comment box that can be completed in no more than five minutes.

The purpose of the evaluation will be:

- to assess to what extent the aims, objectives and timetable agreed at the start were achieved
- to identify what were the main benefits of each stage of the project
- to identify the lessons learned at each stage that could be taken into account in the future

## Evaluation of Training Session

**Please circle on a scale of 1-10 below:**

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**1** Was the preparatory briefing clear and easy to follow?

**Confusing**

**Clear and easy**

1      2      3      4      5      6      7      8      9      10

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**2** Was the initial get-to-know-you section of the meeting helpful?

**Not very helpful**

**helpful**

1      2      3      4      5      6      7      8      9      10

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**3** Was the advice about basic issues such as project budget, health and safety procedures, police checks and insurance clear and easy to follow?

**Confusing**

**Clear and easy**

1      2      3      4      5      6      7      8      9      10

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**4** Was the overview of the whole project and the likely length of time it will take clear and easy to follow?

**Confusing**

**Clear and easy**

1      2      3      4      5      6      7      8      9      10

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**5** Was the layout and purpose of the project plan clear and easy to follow?

**Confusing**

**Clear and easy**

1      2      3      4      5      6      7      8      9      10

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**What improvements could you suggest to the arrangements?**

**Any other comment?**

# Advance Briefing for Architects and Teachers

## Purpose of the Paper

The purpose of this paper is to provide a preparatory briefing for either:

- architects and teachers who may be preparing to work together on a school based project organised by a mediating agency;
- an individual architect and an individual teacher who may be preparing to work on a school based project as part of an individual initiative.

*This initial brief will prepare architects and teachers for a first meeting*

## Approach to CPD

### Context

RIBA and RIBA Trust (working with partners Arts Inform) have decided in principle to develop and test a CPD framework which aims to train architects to be able to work with teachers in primary and secondary schools on projects in support of delivery of the national curriculum, and thereby to increase awareness of the arts/design side of architecture and the built environment, especially as a career choice.

This in principle decision has been taken in the light of the report by Paul Roberts *Nurturing Creativity in Young People* published by DCMS and DfES (July 2006) and in the light of the trends within education suggesting the likely expansion of demand for practitioner partnerships between professionals such as architects and teachers in support of the school curriculum and in support of pupil and student contribution to design of school building programmes.

### Joint CPD

It is intended that the architects taking part will be learning alongside teachers in preparation for managing a project and in that sense the CPD will be a joint training experience for architect and teacher together.

The preparatory training and the entire project which follows should be seen as valid CPD. The CPD programme itself should combine structured and informal CPD, and blended styles and activities, and should draw on and exploit the RIBA CPD core curriculum to some extent.

## Aim of the CPD

- To enhance the skills that architects bring to school design by developing an understanding of school organisation, educational language, curricular objectives, the roles and responsibilities of the teacher, and the needs of students;
- To enable specialist teachers to develop skills knowledge and understanding of how architecture and the built environment can contribute to their work;
- To enhance professional skills through partnership working;
- To enable architects to speak knowledgeably and enthusiastically about the built environment generally and architecture particularly as a career choice.

## Basics

### Remuneration

Architects may take part in school-based projects on different bases:

- *pro bono* as a contribution to the wider community;
- *quid pro quo* in order to increase through experience their understanding of school organisation as a contribution to the approach to school design;
- *per diem* on the basis of a daily rate determined by the practice or the promoter;
- *contractual* as an element of a wider commercial contract.

*The basis of the financial relationship is a matter for agreement at the outset between practices and promoters or providers*

### Health and Safety

Every school should have a Health and Safety policy a section of which should cover procedures relating to visitors to the school or college.

*The architect should be given that section prior to a first visit to the school.*

If students accompanied by a teacher are to visit a site with the architect-including the architect's own office-the teacher is required to carry out a risk assessment exercise.

*The architect should be aware of and consulted about this exercise.*

## **Police Checks**

Criminal Records Bureau (CRB) disclosure should be processed for anyone working with children and young people, or vulnerable adults. The role of the CRB is to reduce the risk of abuse by ensuring that those who are unsuitable are not able to work with children and vulnerable adults. (A disclosure certificate provides details of an individual's criminal record).

There are two types of disclosure. Standard Disclosure is appropriate for anyone with direct contact with children as long as it can be guaranteed that the individual will not have unsupervised access to children or vulnerable adults. If unsupervised access is likely, then Enhanced Disclosure is required.

*Disclosure can be processed through LONSAS (London Schools Arts Service), a registered CRB umbrella body. For more information about the service, go to [www.lonsas.org.uk/crb](http://www.lonsas.org.uk/crb).*

## **Strategic Framework**

### **The Role of the Promoters**

A number of national organisations promote programmes and projects at regional and local level. These could include Building Schools for the Future (BSF) The Commission for Architecture and the Built Environment (CABE), Creative Partnerships, the Construction Industry Training Board (CITB) Department for Education and Skills (DfES).

A wide range of organisations promote architecture and the built environment programmes. Some national organisations, such as RIBA, V+A or the Royal Academy for example, run their own programmes.

The Architecture Centre Network (ACN) has a national office and a number of member organisations who provide architecture and the built environment education in different localities.

Regional and local initiatives involve varying combinations of players including RIBA Regions,

University Departments and local architects and planners.

*The above selection of organisations is put forward as examples. The list is not exhaustive.*

## **Clarifying the Mission**

The different organisations involved in providing or promoting architecture and the built environment education may have different main aims and objectives from one another. These feed into different types of projects. Examples could include:

- consulting students about school rebuilding programmes;
- encouraging students to enter the construction industry;
- encouraging student creativity across the curriculum;
- enabling students to experience and understand the function of modern design;
- promoting student understanding of the historic environment.

*This is not an exhaustive list. The key point is that clarification of the overall mission of a project, as seen by the key players promoting it, is an important first step in project planning.*

## **Formats**

A built environment education project in terms of student time may take:

- a single day;
- a single day with advance classroom preparation and/or follow up;
- a series of successive days in workshop format;
- a series of days over a period of time which may vary between one term, two terms, an academic year.

*The amount of architect's time requested will vary according to the length and structure of the project. Any of the above might appropriately be preceded by preparatory training*

## **Budget**

The budget for each partnership project is a matter for the promoter and provider.

*The anticipated costs and how they are to be met should be clarified at the outset.*

## **Student Needs**

### **Student Achievement**

A key goal of central government education policy is to raise the general standard of education and by so doing enable students to improve their levels of achievement.

*A partnership project should help students improve their levels of achievement.*

### **Student Satisfaction**

A study by the National Foundation for Educational Research (*Arts Education in Secondary Schools: Effects and Effectiveness, Arts Council 2000*) emphasises the importance in terms of student satisfaction and achievement of:

- practical task based activities;
- performance, display, evaluation and symbolic celebration of what is produced;
- a praise culture.

*These may be relevant factors in many architecture and the built environment projects.*

### **Student Progression**

The participation of an architect in a practitioner partnership makes possible the provision – as part of the project - for older students of information and encouragement for those interested in becoming architects themselves.

The inclusion in a first presentation by an architect of a brief section on the nature of the job he or she carries out, how they first became interested in architecture as a career and where they trained makes a good starting point.

Other helpful elements could include:

- a visit by teacher and students to the architect's practice;
- support for development of student portfolio of work (for interviews) provision of printed careers advice from RIBA.

*Meeting an architect in a school setting may be for many students their first encounter with the profession.*

## **Making a Project Plan**

### **Key elements**

The architect and teacher within this framework will meet together to agree the project plan setting out the aims and objectives of their work together. Some key elements contributing to a project plan are set out below.

### **Identifying Curriculum Focus**

Architecture and the Built Environment exists as an organised body of knowledge and learning at university level and beyond. It is not a subject within the national curriculum.

In consequence, architecture and the built environment education for school students is usually fitted into the framework of a related subject which is part of the national curriculum. Since architecture is both an art and a science, it relates easily to the arts, geography and science subjects that are on the curriculum. It also fits well with subjects more associated with the humanities such as history, or citizenship. It can be linked with ICT either as a component of a project or as its main feature.

The teacher may wish to construct a project that supports the work that students are doing in a single subject. They may wish to organise a more complex project which takes a cross curricular or an interdisciplinary approach.

*The identification of the curriculum focus of the project by the teacher as well as the age range and levels of ability of the students is a key early step in the process of project planning.*

### **Aims, Objectives and Student Output**

A key purpose of the first meeting between the architect and teachers is to agree the aims and objectives of the project.

## Roles and Relationships

The relationship envisaged between architect and teacher within this CPD framework is that of practitioner partnership (Roberts 2006). Each side of the partnership will receive this initial briefing paper before meeting together. At the meeting, the partners will work on a written project plan, timetable and student brief drawing on the hand book provided by RIBA. They will then manage the project jointly while playing different roles within it.

**The teacher's contribution** could include:

- identifying the group of students and age group that will take part in the project;
- identifying the curriculum focus of the project;
- explaining the aim, objectives and student output from the school's perspective;
- explaining the students' aspirations and capacities;
- where appropriate suggesting a site;
- developing the project plan;
- developing the student brief;
- teaching the project during curriculum time.

**The architect's contribution** could include:

- support in identifying a site;

- support in designing a project plan, including aims and objectives and developing student briefs;
- hosting a visit to architect's practice;
- presentation to whole class or year group re role of architect and overall aim of project;
- escorted site visits;
- visits to schools for crits of ongoing student work;
- leading – in partnership with the teacher- student workshops;
- student work placements at the architect's practice;
- supporting preparation of work for exhibition.

*The success of the project will hinge on the establishment from the outset of a successful partnership between two professionals from different disciplines and backgrounds*

## Evaluation

Arrangements for evaluation of the project should be agreed at the initial planning meeting