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Architects in Residence
Handbook
CPD Partnership Training/Planning Session

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Suggested Agenda for Session

- 1 Coffee and Biscuits
- 2 Introductions
- 3 Purpose of Handbook
- 4 Model Programme
- 5 Actual Programme
- 6 Getting to Know Each Other
- 7 Basics
- 8 Project Plan
- 10 A Four Stage Timetable
- 11 A Four Stage Evaluation

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. It should be used in conjunction with the Architects in Residence website [www/architecture.com/education and careers/Architects in Residence](http://www/architecture.com/education%20and%20careers/Architects%20in%20Residence).

Purpose of Handbook

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

An advance briefing document has already been circulated

Model Programme

Draft Invitation

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 (*enter programme framework-see completed programme overleaf for example*)

Overall Schedule and Framework

Enter start date, end date and possible concluding event e.g.
Best work will be exhibited at the RIBA, 66 Portland Place, W1B 1AD, during Architecture Week

Outline Brief

Define terms
Set out possible alternative tasks that students will be asked to carry out
Give possible alternative curriculum focus (*see completed programme for example*)

Overall Timetable

Setting up	Enter date	Invitation to schools and practices to participate
		Consultation with each participating teacher and architect
		Circulation of preparatory briefing document
<i>Completed</i>	Enter date	Partnerships established
Stage 1	Enter start date	Joint training for architects and teachers
<i>Completed</i>	Enter date	Individual project plans finalised
Stage 2	Enter start date	Project launch : first visit of architect to school to make presentation
		Site visit accompanied by architect
		Project aim and student output finalised
<i>Completed</i>	Enter date	Student briefs issued
Stage 3	Enter start date	Work starts in schools – possibly organised as workshop
		Architects visit to crit work in progress
		Exhibition ready work completed
		Selectors visit schools
		Students make presentations to selectors
<i>Completed</i>	Enter date	Selectors make assessment and choose work for exhibition
Stage 4	Enter date	Final Event - Exhibition
		Work assessed by judges
		Final ceremony at which certificates etc awarded
<i>Completed</i>	Enter date	Evaluation

Enter Funders, Promoters, Partners and Project Team

Actual Programme

London school students in primary and secondary schools and their teachers are invited to work with architects, as part of a curriculum focussed project, to develop their plans for a greener London neighbourhood or locality. Best work will be exhibited at the RIBA Headquarters, 66 Portland Place, W1, 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 art work 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*

Consultation and Training

A careful consultation will take place with participating teachers and architects before each individual school based project plan is finalised. In addition, a joint CPD session will be provided for the architects and teachers who will form the professional partnerships working together in each participating school.

Partners: RIBA London, RIBA Trust, Arts Inform

Project Management: Frances Morrell/Linda Payne Joint Chief Exec. Arts Inform
Rob Wilson, Curator, Exhibitions, RIBA Trust.

Provisional Timetable 2007

January	Invitation to schools to participate
February	Partnerships established Individual project plans finalised after consultation
March	Joint CPD for architects and teachers Student briefs issued First visit of architect to school to make presentation Site visit accompanied by architect
April/May	Work in schools – possibly organised as workshop Architects visit to crit
End May	Best work from each school selected for exhibition
15 – 24 June	Architecture Week Exhibition and event for teachers and students
July	Evaluation

(For Architects in Residence: Designing a Greener London January 2007– June 2007)

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

Focus questions
Are budget and remuneration arrangements clear?
Are the health and safety procedures clear?
Are police checks necessary?

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.

Project Plan

Architect's name:	Teacher's name:
Name of practice:	Name and type of school:
Contact details:	Contact details:

Aim of Programme (See Programme Plan)	
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Site for Project	
Curriculum Focus for Project	
Students involved in Project <i>(number, age range, type of group)</i>	

<p>Student Task <i>(eg Students are invited to make proposals for an eco pod on the school roof: proposals should take the form of an artistic response, 2D or 3D, models for a structure, a scheme or a piece of public art or a commentary in the form of a film or written or spoken presentation)</i></p>
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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)*

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A Four Stage Timetable

Focus questions

The following breaks the project into four separate stages.

How many visits/meetings will the architect contribute at each stage?

What are the dates when the architect will visit or meet up with teachers and students?

Four Stages	Number of Architect-Visits	Activity	Date
Stage 1 Joint Training and Planning	1 session	Architect and teacher to agree on: <ul style="list-style-type: none"> • Basics • A project plan • Four-stage timetable 	Insert date
Stage 2: Launch of Project	1 or 2 sessions at school or site	<ul style="list-style-type: none"> • Architect makes presentation to students; • architect-teacher lead site visit; • project aim finalised; • student brief issued. 	Insert dates
Stage 3 Work in schools Teacher determines time-scale. Architect visits by agreement	2 or 3 visits to school by architect	<ul style="list-style-type: none"> • Students work through brief in classroom. • Architect visits to “crit” work in progress; • Exhibition selectors visit school to view work; • Students make presentations of work to selectors; • selectors evaluate progress and select work for exhibition; • architects and teachers help students to prepare work for exhibition. 	Insert dates Including deadline for work to be exhibition ready
Stage 4	Exhibition	<ul style="list-style-type: none"> • Exhibition mounted in school or alternative venue. • Judges view work and make assessment • Certificates issued to students at ceremony • Party 	

Evaluation Toolkit

An example of final report prepared on this basis is available on the website

Focus questions
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 9. The stages are:

- Joint Training and Planning
- Project Launch
- Work in Schools
- 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

An Evaluation Toolkit is included as the final part of this document

Evaluation of Training Session (Stage 1)

To be distributed and collected from architects and teachers by the project management team at the conclusion of the training session

Please circle on a scale of 1-10 below:

1 How complete is your project plan?

Not complete yet **Complete**

1 2 3 4 5 6 7 8 9 10

2 Was the preparatory briefing clear and easy to follow?

Confusing **Clear and easy**

1 2 3 4 5 6 7 8 9 10

3 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

4 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

5 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

6 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

What improvements could you suggest to the arrangements? Any other comment?

Evaluation of Project Launch (Stage 2)

This chart is to be completed by the project coordinators at the end of each school visit for Stage 2

Please tick the box upon completion of each stage

School	Visit to school by project co-ordinator	Architect issued with presentation brief	Architect completed presentation	Site visit led by architect	Student issued with brief	Project plan - aim and student output finalised	Score out of 5
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Evaluation of Students' Work (Stage 3)

This is to be completed by the selectors at the end of Stage Three

School	School visited by judges	Architect present	Teacher present	Students present	Students: a) gave presentation or b) talked about work (letter in box)	Student work: a) exhibition ready b) task complete but not exhibition ready c) task incomplete (letter in box)	Quality of work overall: a) excellent (5) b) good (4) c) satisfactory(3) d) less than satisfactory (2) (number in box)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Assessment of Each School's Exhibition Entry (Stage 4)

This is to be completed by independent judges on the basis of the exhibition entry by each school

Ratings: Outstanding
Outstanding
Very good
Good*

School	Originality	Quality of presentation	Relevance to locality	Comment
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Final Evaluation: Teachers (After Stage 4)

This questionnaire to be completed by teachers at the end of Stage Four

- 1 To what extent was your experience of this project satisfactory taking everything into account?

Please circle on a scale of 1- 10 below

Unsatisfactory

Extremely satisfactory

1 2 3 4 5 6 7 8 9 10

- 2 What were the main benefits of the project to you, your students and school?

- 3 Could you suggest any improvements to the practical arrangements?

- 4 Have you any other comment to make?

Final Evaluation: Architects (After Stage 4)

This questionnaire to be completed by architects at the end of Stage Four

- 1 To what extent was your experience of this project satisfactory taking everything into account?

Please circle on a scale of 1- 10 below

Unsatisfactory

Extremely satisfactory

1 2 3 4 5 6 7 8 9 10

- 2 What were the main benefits of the project?

- 3 Could you suggest any improvements to the practical arrangements?

- 4 Have you any other comment to make?

Final Evaluation: Students 14–19 years (After Stage 4)

This questionnaire to be completed by students at the end of Stage Four

Name

School

Architect's Practice

Please answer the following questions on the project:

1. What went well and why?

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2. What didn't go well and why?

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3. Was this a good project?

not at all									completely
1	2	3	4	5	6	7	8	9	10