

# 360°

buildings and spaces: **learning** from every angle ▀ issue 9 ▀ february 2006



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Which places work?

**Resources:**  
CABE teaching resources

**News:**  
Engaging Places, England's  
new one-stop shop for built  
environment education

**Update:**  
Work of the national  
network of architecture and  
built environment centres



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### *Engaging Places,* England's one-stop shop for built environment education

*Engaging Places* is an exciting new Department for Media, Culture and Sport (DCMS) initiative to unlock the educational potential of the historic and contemporary built environment. Supported by a partnership between English Heritage and CABE, *Engaging Places* will seek to address the issues that the Joint DCMS/DfES Advisory Committee on Built Environment Education (JACBEE) identified as hindering wider public engagement on issues concerning heritage and the built environment. Their primary recommendation was for the establishment of a partnership body to develop a strategic approach to the advancement and advocacy of built environment education across England.

Following ministerial approval in December 2005 from David Lammy, minister for culture, *Engaging Places* will start in September 2006 with three pilot projects tied to the 2006/07 school year. The pilots will be held in London, the South East and Yorkshire & the Humber and will aim to streamline the supply of built environment learning resources to meet the demands of teachers and make learning using the built environment a more user-friendly experience for schools and communities.



The government's advisor  
on architecture, urban design  
and public space

## Welcome°



A lot seems to have happened in the last three years with the development of CABA's education network and resources, the establishment of *Engaging Places* (see page 02) and the growing recognition of the importance and potential of built environment education from the Department for Education and Skills (DfES), through the development of the Manifesto for education outside of the classroom, for example.

There are lots of exciting developments coming up as CABA's *How places work* visits programme (see page 05), swings into action this summer in partnership with the Architecture Centre Network.

The Olympics also offer a fantastic opportunity to demonstrate to the whole country, and the wider world, how the best in design of the built environment can have a powerful effect – not just on the enjoyment of sport but in the longer term on the quality of life in the communities where the events take place.

Thinking long term and sustainably is the theme of this issue of 360° with exciting examples of projects on sustainability from the Architecture Centres and an introduction to our new resource *Which places work?* which shows how the design quality of buildings can be assessed in simple terms and explores how good design and sustainability are inextricably linked.

The future is most definitely bright for built environment education.

Finally, after three years at CABA setting up the education programme I am taking a career break. By the time you read this I hope to have made it to Andalucia in a camper van with my partner and two young children.

**Ben Spencer**  
Head of education

# CABE education resources<sup>o</sup>

All CABE education resources are available free of charge and can be found at [www.cabe.org.uk/teachingresources](http://www.cabe.org.uk/teachingresources). All our teaching resources identify curriculum links, learning objectives and contain suggestions for interactive activities. To order any of these publications please call us on 020 7070 6700 or email [education@cabe.org.uk](mailto:education@cabe.org.uk)

## Key stage 2

### Neighbourhood journeys: making the ordinary extraordinary

Literacy, numeracy, geography and dance.

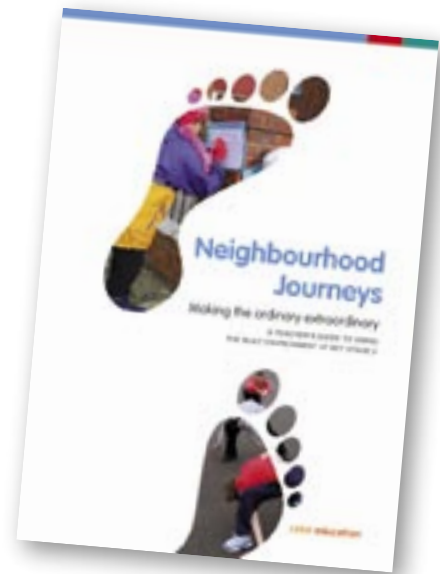
Print

Using the local built environment as a context for learning in and around the school. Developed with Creative Partnerships Bristol.

## Key stage 2

### Our street: learning to see

A KS2 cross-curricular teachers' guide to making a visual analysis of a street – available in March.



## Key stage 3 and 4

### Getting out there: geography & citizenship local safari guide

Geography & citizenship

Print

A new teaching resource containing six local safari ideas to support teachers in taking their pupils out into the local built environment.

## Key stages 3 and 4

### Creative spaces: improving school design

Design & technology

Website

An introduction to key design concepts through the history of school design and related project work based around the design quality indicator – an industry tool for assessing quality of design in buildings. Developed in partnership with CITB-Construction Skills.

Please go to

[www.ncw.org.uk/creativespaces/](http://www.ncw.org.uk/creativespaces/)



## Which places work?

**Design & technology, art & design, geography and citizenship**

**Key stages 3 and 4**

**This pullout resource is based on *Which places work?* an online educational resource exploring the principles of the design quality indicator (DQI), a pioneering professional evaluation process developed by the Construction Industry Council in collaboration with CABE and leading architects.**

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### **Introduction**

Good design matters. Everyone has a right to well-designed homes, streets, parks, places of work, schools and hospitals.

We all agree about that. The trouble is, it can be difficult to agree on what we mean by 'well designed'. Very often we get bogged down in arguments about personal taste, whether we happen to prefer the modern or the traditional, the old or the new, rather than discussing the design itself.

What we need is a new way of talking about design, a common language based on shared ideas. That way we are more likely to agree on whether or not a building is well designed, even if we still disagree about which buildings we like best. So, how do we talk about design? What is 'good' or 'bad' design? This is a problem that architects have always struggled with and some of them have now come up with an answer, what they call a set of 'indicators' of good design called a DQI (design quality indicator). The DQI creates a shared language which everyone can use to analyse a piece of design. We have based our design quality analyser (DQA) tool on these indicators.



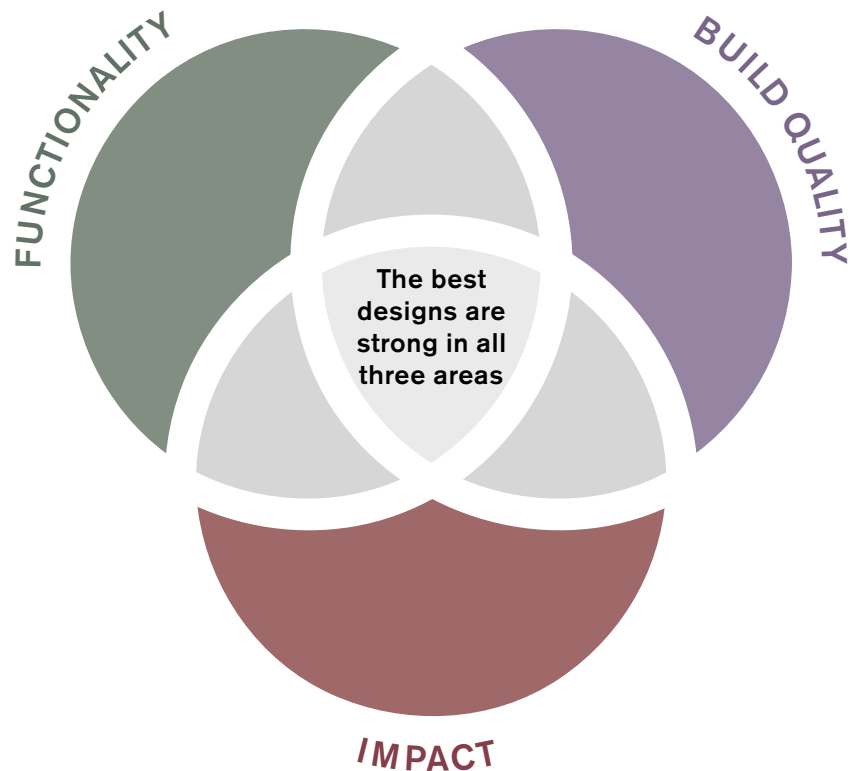
## The design quality indicators

The design quality indicators are the things we look for in a well-designed building.

They come under three main headings:

- **Functionality:** the building does its job
- **Build quality:** it is well made
- **Impact:** it looks and feels good

These three things link together like the circles in a Venn diagram. The best designs will be right at the centre, strong in all three areas, although not all good designs are quite so perfect.



For each of the main design qualities (functionality, build quality and impact) there are several things that are indicators of good design.

For example, one indicator of build quality is that the building is environmentally friendly. If you agree or strongly agree that the building is environmentally friendly, that indicates that it may be well designed. If you disagree, it indicates that it may be a poor design.

Of course, one indicator is not enough to show that a building is well designed – you have to take them all together. That is what the design quality analyser helps you to do.

## Functionality

It's a good design if:

- **The building is easy to use and is suitable for what it is used for**
- **The building is easy for everybody to get to and easy to move around in**
- **The rooms and spaces are the right size and well arranged**

## Impact

It's a good design if:

- **The building has its own character and personality. It might not necessarily be beautiful but it makes a statement of some sort.**
- **The shape and materials add to the quality of the building**
- **I like being inside the building**
- **The building fits in well with the community and surroundings. It does not dominate or conflict with the surroundings but could be in contrast to the surrounding environment.**

## Build Quality

It's a good design if:

- **The right materials were used to make the building**
- **The building is well made**
- **The building is environmentally friendly. Is it sustainably designed and maintained?**
- **The building feels healthy and safe. Is the light and air quality good?**

The sustainability of a building is a factor that should be inherent throughout all three of these qualities. For instance –

**Will the building last? ▪ Is it made of sustainable materials and resources? ▪ Will it be energy efficient or ideally carbon neutral? ▪ Can the building be easily adapted in the future should its use change? ▪ Is the space easily accessible and inclusive in its design?**

## Using the design quality analyser

### Activity 1

Before pupils use the design quality analyser they should be familiar with the design model that it is based on. One way of introducing the 'three ring' design model is to choose an example of a design (possibly, but not necessarily a building) and ideas storm the things that the class consider essential to it as an example of good design, writing the ideas up on the board. For example, if you took a mobile phone as an example of good design (the class could nominate the particular example), the following things might be suggested in the ideas storm:

- **It looks cool**
- **You get loads of free minutes**
- **You get good games on it**
- **You can always get a signal**
- **It doesn't break easily**
- **It's got a camera**
- **It's really small**
- **You can get different colours/fascias**

Draw three rings on the board and give them the headings 'Functionality', 'Build Quality' and 'Impact', explaining what these headings mean, and ask the class to group the qualities from the ideas storm into the three categories. In some cases there will be dispute as to which category certain elements belong to. You could justify putting 'it's really small' in any of the categories for example. Debating such points will be useful in establishing how the model works as well as highlighting its limitations and the fact that it is a way of thinking that can be developed and questioned.

It is important that pupils understand that good design is a combination of all three factors (functionality, build quality, and impact). A well designed building may have weaknesses in one or more of these areas, but a building that is entirely deficient in any one area is unlikely to be considered a good design.

You may also need to explain that the purpose of the exercise is to analyse the qualities of design and not to decide which buildings or places we like best. Personal associations or other factors often make us attached to buildings that are not, objectively, well designed.

This is one way of understanding and applying design principles. Once pupils have got the hang of this tool it can be applied to the design of buildings and urban spaces.

### Activity 2

Choose an area of a building for analysis. This could be the classroom, school hall or even an outside space such as the playground. Give each pupil three different coloured post-it notes or stickers, each representing Functionality, Build Quality or Impact. Ask each pupil to then analyse the space, noting their reason or observation on the post-it note and tagging them to the elements in that space that they think represent the three qualities.

Pupils should then discuss and defend their choices. They may not all agree with one another but this exercise will give them the opportunity to discuss these points using a common language and points of reference and comparison that go beyond their own personal judgments of taste. The colour coding will also give an immediate visual indication of whether the specified space is stronger in one quality than another.

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**To view and use the complete resource go to [www.whichplaceswork.org.uk](http://www.whichplaceswork.org.uk) or go to the Construction Industry Council at [www.dqi.org.uk](http://www.dqi.org.uk) for more information on design quality indicators.**

**Key stage 4**  
**Where will I live?**

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**GCSE Geography**

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**Website**

A resource for GCSE Geography students exploring housing issues developed in partnership with the Geographical Association.  
[www.geography.org.uk/projects/wherewillilive](http://www.geography.org.uk/projects/wherewillilive)



**Key stage 5**  
**Making better places**

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**Citizenship and Geography**

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**Website and CD ROM**

Analysing the design and structure of places and developing design solutions. Material developed by Joint Centre for Urban Design (JCUD) at Oxford Brookes and supported by CABE.  
[www.makingbetterplaces.org.uk](http://www.makingbetterplaces.org.uk)



**Guides**

**What would you do with this space? Involving young people in the design and care of urban spaces**

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**Print**

A good practice guide exploring the issues around involving young people and illustrated with a number of case studies. Developed in partnership with CABE Space.

**Being involved in school design: a guide for school communities, local authorities, funders and design and construction teams**

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**Print**

The guide includes 10 case studies and a getting involved checklist and chart.



**Programmes**

**Getting out there**

To support teachers in taking their pupils out into the local built environment we have developed a new section of the CABE website containing inspiring case studies with links to key resources and useful contacts. Go to [www.cabe.org.uk/teachingresources/gettingoutthere](http://www.cabe.org.uk/teachingresources/gettingoutthere)

**How places work**

A new national initiative developed by CABE which will give young people at key stage 3 the chance to visit places and spaces to find out what it is that makes them work. Visits will be guided by facilitators with a passion for a place and the ability to communicate their knowledge and enthusiasm to young people. Teachers will be provided with support materials that will help them to make the best use of the visit and take part in the follow-up project *How my place works*. If you are a head or teacher and you would like to register an interest in *How places work* or would like further information please email us at [education@cabe.org.uk](mailto:education@cabe.org.uk).

# news from the Architecture Centre Network<sup>o</sup>



## Architecture Centre Network

The Architecture Centre Network coordinates, supports and advances the work of architecture and related built environment centres. Each centre offers a unique approach to exploring modern architectural practice, for both communities and professions, through programmes of education, exhibition and empowerment.

Their aim is to promote and enable greater knowledge, access, participation and influence in the creation of an excellent built environment for all.

### £1.9 million boost for architecture centres

CABE has announced almost £1.9 million in funding for architecture and built environment centres (ABECs) around the country, to be distributed through its regional grants programme for 2006-08. The programme aims to promote and advance education, public participation and design quality in the built environment. This two-year funding stream will see a real commitment to developing and advancing built environment education work across England, involving young people in new architecture and public space as well as specific local issues such as housing renewal and regeneration, through both formal and informal learning contexts. As well as regional work, funding is being provided for a national programme to be run by the RIBA Trust. This programme aims to provide a pool of architects trained to work in schools. Alongside other initiatives being funded, this aims to encourage wider understanding of, and participation in, the built environment among young people.

For details of your local architecture or built environment centre, as well as news, activities, events and programmes in your region please go to [www.architecturecentre.net](http://www.architecturecentre.net)

### Shaping Places, Architecture Centre Kent

Pupils from St Pancras Catholic Primary School in Lewes, East Sussex, have had a unique opportunity to be involved in an innovative, creative project, filming the construction process of their new school building. As part of the Kent Architecture Centre Shaping Places programme, architects BBM Sustainable Design Ltd worked closely with parents, staff and pupils on the design development of a new landmark eco-friendly learning environment for the school, involving new techniques and knowledge surrounding sustainable technology and the environment whilst promoting inter-professional collaboration.



Skills building: pupils documenting their school construction project



Eco friendly: St Pancras Catholic Primary School new landmark building



East Sussex: pupils interviewing the coppice man

Funded by the DfES Innovations Unit, pupils explored through film the whole building process from fundraising, writing a design brief, choosing an architect, attending planning meetings with the designers and even visiting local coppices to source materials. Higher years mentored lower years and trained them in all aspects of filming and editing with knowledge and skills learnt through digital media, interviewing and surveying being adapted and transferred across the curriculum.

For further details and to order a copy of the project DVD please contact the Kent Architecture Centre on 01634 401166 or [info@kentarchitecture.co.uk](mailto:info@kentarchitecture.co.uk).

### Building a better planet – national construction week workshop

During National Construction Week 2005, the Architecture Centre, Bristol worked in partnership with Construction Industry Training Board (CITB) and Connexions to deliver an exciting one day workshop exploring environmentally sustainable buildings. The event was attended by 30 Year 10 students from five local secondary schools, who wanted to extend their design and technology and science curriculum.

The day involved a site visit to a nearby Harbourside development, where pupils learned how a large contractor was trying to incorporate sustainability into its work practices. They then visited the eco demonstration house at the CREATE centre, where they explored sustainable design features in a domestic building. In the afternoon sessions, each group had to research and deliver a presentation to market a different style of eco-home to a specific client. Through this exercise, pupils were able to learn more about the health, environmental and financial benefits of straw bale, cob and clay buildings that incorporate passive solar gain and renewable energy generation in their design.

For further details contact Amy Harrison at [amy.harrison@architecturecentre.co.uk](mailto:amy.harrison@architecturecentre.co.uk)



North London: year 6 pupils leading treasure hunts on Newington Green

### Treasures at The Building Exploratory

The Building Exploratory celebrated the installation of Newington Green 'treasures' with tea, cakes, music and light. The 'treasures' artworks are the result of a three-year collaboration between The Building Exploratory and the residents of Newington Green, developed through creative consultation, workshops and events. Eleven small bronze sculptures celebrating the rich heritage of this vibrant community have been set into the earth around the Green. When the bronzes are pressed they play sound clips recorded by local people of contemporary and historic writings about Newington Green. Children from Newington Green School have been key participants, taking part in sculpting sessions and writing and recording a poem about the Green for one of the 'treasures'. The Year 6 classes were trained as tour guides and spent an afternoon leading treasure hunts on the Green for all the other pupils in the school. A learning guide aiming to inspire people elsewhere to develop their own 'treasures' projects will be distributed to local schools and libraries.

The project has been funded by the Heritage Lottery Fund and the London Borough of Islington. For more information please contact The Building Exploratory on 020 7275 8555 or [mail@buildingexploratory.org.uk](mailto:mail@buildingexploratory.org.uk)

Sign up to our network of teachers, educators and other professionals interested in built environment education to get free copies of 360° magazine mailed to you direct.

Title .....

Name .....

Job title .....

Organisation .....

Address .....

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Post code .....

Telephone no. ....

Email .....

Web address .....

**Region:**

North East

Yorkshire & Humberside

West Midlands

London

South West

North West

East Midlands

Eastern England

South East

Other UK

Outside UK

Please identify your specific areas of interest:

All areas

Primary education

Secondary education

Secondary geography

Secondary citizenship

Secondary art and design

Secondary design and technology

Secondary history

Informal education

Higher and further education

Regeneration

Social inclusion

Family learning

Community development

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[www.cabe.org.uk](http://www.cabe.org.uk)



## Inspiring young people to get more out of buildings and spaces.

The built environment contains a wealth of learning opportunities which can support both the national curriculum and informal learning. The potential to engage young people in the built environment is enormous and CABE is doing this in a number of ways:

- Producing classroom resources for teachers and other educators which engage young people in their built environment. These include a range of activities and project ideas that could also be transferred to an informal learning context.
- Publishing a range of good practice guides illustrating ways of involving and engaging young people in improving their built environment.
- Running a programme of young people's visits to enable 50,000 school children to experience the built environment first hand guided by passionate facilitators.
- Supporting our education network which brings together teachers, educators and other professionals interested in built environment education for young people.
- Compiling research on the needs and current practice of the built environment education sector.
- Supporting the Architecture Centre Network working with architecture centres across the country running programmes of educational activities for children.

Our aim is to ensure that young people understand the value of well-designed buildings and spaces. Our ultimate ambition is to nurture a generation of confident and demanding citizens, to play an active role in improving the villages, towns and cities that we live in.



Office of the Deputy Prime Minister

Creating sustainable communities