

QUALITY PLAN Evaluation Report FOR



Heritage Lottery Fund

Preston Our Heritage in 2032

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CONSULTANTS

QMT/PQPSP/Consultants

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DISCIPLINE		<i>PRACTICE NAME</i>	
Workshop Leader		PLACED cic	
ADDRESS		Email	
Placed 21 Rutherford Road Liverpool L18 OHJ		Web	
		Tel	
CONTACTS	POSITION/ RESPONSIBILITY	Tel Mob	Email
ADDITIONAL INFORMATION			

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DISCIPLINE		<i>PRACTICE NAME</i>	
Lecturer in architecture		UCLan	
ADDRESS		Email	<u> </u>
UCLan Corporation Street Preston PR1 2HE		Web	www.uclan.ac.uk
		Tel	01772 89 4204
CONTACTS	POSITION/ RESPONSIBILITY	Tel Mob	Email
Simon Kay-Jones	Lecturer		<u> </u>
			<u> </u>
ADDITIONAL INFORMATION			

Project Focus: Heritage

The project will focus on the cultural and built heritage of Preston, specifically in the context of the Guild, in the lead up to the 2012 celebrations. Over its' 800 years, the Guild has had a strong influence on the development of Preston as a thriving and important Lancashire city, and this project will look to examine how the architecture and urban design of key areas within the city have been influenced by the cultural traditions and makeup of the Guild.

It is the intention that six distinct areas will be identified by University Students (referred to as students hereafter) for consideration during this project. They will all have their origins firmly in the cultural heritage of the city, and their design will have been influenced by the history of the trades and business in Preston. The students will be working with pupils from local secondary schools to engage them in the heritage of their city through these diverse spaces, considering how the past influenced their design. They will also explore how they could be improved in time for the next Guild celebrations in 2032 to better reflect the traditions, heritage and values of Preston.

Project Description

The project will link to the Guild Celebrations and will involve pupils taking part in a series of creative; student designed and led workshops that explore issues of heritage and the built environment. The workshops will result in the creation of temporary installations at six sites around the city. The work produced by pupils will be used to encourage the wider population of Preston and visitors to the city to think about its heritage and challenge them to consider how the city could be transformed by 2032.

Project Aims

- Provide pupils from local schools with the opportunity to learn about their heritage, architecture and the design of their city through creative workshops
- Give pupils the opportunity to celebrate what they have learnt about their heritage and consider how the heritage of Preston can influence its future development through creative work
- Use heritage and the built environment to develop pupils' transferable skills, increase their confidence in talking about heritage and the built environment and raise their aspirations for the future of their city
- Work with pupils to produce installations that will raise awareness of the influence of the Guild on the development of Preston amongst the wider community, and promote debate about how the heritage of Preston can positively influence its future
- Encourage architecture students to consider the value of heritage when they design, and give them the skills to better work with local communities to engage and consult on design proposals
- Provide schools with resource packs from the workshop so they can continue to use heritage and the built environment to support teaching of the core curriculum

Project Plan

What?	When?	Where?	Who will carry out the activity?	Who is the activity for?	What will you achieve?
Informal discussions with schools in Preston	October 2011. (Prior to decision on funding due to need for schools to plan for potential project).	On school premises / telephone	PLACED director	Schools and the project management team	Seek to identify 6 schools interested in being partner schools if application is successful
Identification of sites by architecture students, including research of their heritage and identification of opportunity for installations.	November 2011	Through city exploration and in University premises	Students supported by University lead	Students / pupils	Identification of six sites that most appropriately respond to school interests. 20 university students to develop and lead sessions.
Delivery of training sessions to support students with the development of workshops.	November / December 2011	In University premises	PLACED director with support from University lead	University students – to support them in being confident in working with young people and discussing heritage	Three planning workshops to be delivered. Production of workshop plans and project briefs.
Delivery of workshop 1: Pupils undertaking site analysis including sketches, photographs and written descriptions to produce site analysis.	January / March 2011	On site / in University premises	University Students with support from University lead and PLACED director	Schools / pupils	Schools to confirm number of students. 20 – 30 per school, therefore upto 180 pupils to participate. Each school will undertake a site analysis on one site. They will combine a site visit with a creative workshop in the University. Pupils will gain skills in how to analyse their city, interpretation skills and an understanding of how a space / buildings have developed.
Delivery of workshop 2: Developing creative ideas for improving the area.	January / March 2011	In schools	University Students with support from University lead	Schools.	Workshop to discuss and develop pupil ideas for how they could learn from and incorporate their local heritage to improve the space for the future. Pupils will develop design skills and consider how heritage and architecture influences how a space is used.

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Delivery of workshops 3 – agree design of installation and final proposals.	January / March 2011	In schools	University Students with support from University lead	Schools.	Workshop with pupils to decide how to communicate their ideas and what their design will be.
Delivery of workshop 4: Production of installations.	January / March 2011	In schools	University Students with support from University lead and PLACED director.	Schools.	Pupils will work on the installations – models, photographs, art work, film etc. for public.
Completion of installations and finalisation of proposals for celebration day, including publicity material and map of installations	April	In University	University Students with support from University lead.	Students, young people and wider community (through production of quality displays).	Completion of 6 installations ready for celebration / community engagement event. Production of information for distribution and promotion prior to and during event.
Celebration / community engagement event	April / May	Preston (Installations at the six selected sites)	University Students with support from University lead	Young people and wider local community	Minimum of 300 people to see the installations. Students to interview local people and use video, text and photographs to record views.
Display as part of the Guild celebration week	September	Guild festival site	UCLAN representative	The wider public	Initial discussion with the Guild project team have indicated that they are keen for the work to feature in the Guild celebrations, although the detail is to be confirmed. This may be through a float or an alternative approach that has a greater focus on the final festival site.
Project evaluation	Oct 2011	University	UCLAN representative with student input	For the project team, funders, Guild and other partners	Assess the impact of the project on the local community

GROUP A

Section 1.1 EVALUATION REPORT, *The Story by one Student.*

Josh Allington;

As part of UCLan Architecture's Professional studies discourse we were given the opportunity to contribute to the Preston Guild festival by means of a grant from the Heritage Lottery Fund. Given the nature of our studies, and the program that the project would naturally follow, it is appropriate to relate each stage, to the stages defined in the RIBA Plan of Work (2007) as a signifier of both its progress, and its links to other live projects in the industry sector on larger scales. This is also appropriate as the Plan of Work, encourages communications between all members of the team at the different stages, thus eliminating individualism, a quality that was very much instilled in the workshops.

The brief set out at the inception of this project was for us to create, partake, and run a series of workshops to year nine and year ten pupils at various schools in the Preston area, the content of which should be based on and around the local heritage and history. If we think of this in the context of an architectural design and build workshop then we can allocate roles in the process to people that we had contact and conversations with. The school (Priory sports & technology college) including the pupils chosen to take part, would have the role of the users/clients. They are the ones whom would be receiving the output of our workshops and taking part. To aid us through the process in areas that we are not overly familiar, we had contact with a selection of people whom would fill the roles of consultants: Jo Harrop, Director of PLACED (Place Education) a company which promotes young people's interest in the built environment through workshops and interactive activities ran by professionals; Simon Kay-Jones, Lecturer for the School of built and natural environment at UCLan, well versed in teaching and giving interactive creative workshops; and Ian Tindsley, Head of technology at Priory sports and technology college and our contact at the school both for matters relating to the organisation and teaching techniques. The financial backing for this project came through the Heritage

Lottery Fund on the premise that it would run in conjunction with the Preston Guild festival that happens throughout this year (summer 2012) (HLF, 2011). They would also have the role of the client, as they agreed to fund the project on the basis of a project concept put forward by us when bidding for the money.

The first step in this project involved meeting with the school. We were able to sit down and converse with Ian Tindsley about what we thought we could do with the project, which as described before was our contact at the school. As well as getting to know the representative for the users (pupils) on a face to face basis which was useful as the service that we would be providing would be based very much in with personal face to face relationships with the pupils, this meeting allowed us to initiate the relationship before we would actually be delivering the workshops, hopefully relieving any pre-workshop worries about us as people they might have. We were able to gauge what it was that the school would wish to get out of taking part in this project, as after all it would be them doing the work for it. We would be able to use these indications of their needs and objectives when designing how we would carry out the workshops. This meeting also gave us an insight to the constraints on the project (from the facilities and the school), the amount of space we would be able to use, the facilities that would be available for us to use during the workshops, and meeting the other members of the school team that we might have at our disposal. We also learned what the school was interested in, and what kind of production they would be enthusiastic about creating, something that would definitely help to keep them on our side and helpful throughout the project. This stage of the project relates to the Appraisal stage of an architectural job as outlined by the RIBA Outline Plan of Work (2007), identifying the client's needs and objectives. This stage also gave us opportunity to initiate an agreed upon time scale and timeframe for the delivery of the workshops, and the delivery of the information about the workshops prior to the actual event to those who require notification.

Not so much a legal consideration in this context but in a real live project, it may become

one having to agree upon timeframes and dates to deliver certain criteria by. Breaking these agreements may break terms set out by contracts and leave legal liability in our hands.

Shortly following the initial meeting with the school, we set out the overall goals that we wanted to achieve and planned a concept idea for the outcome that we would be looking for. Our design brief for the workshops also included creating a rough plan

to outline the steps that we would have to pass to get there. We proceeded to split down the more detailed workshop brief to consist of each workshop individually, keeping in mind how they fitted into the plan as a whole.

Planning for the first session workshop was always going to be the most difficult of all the sessions to come as we had no prior accurate gauge to the level that the pupils that we were allocated would be at (regarding both their creative ability, and their level of enthusiasm for interacting with the project) so in planning we would build in a flexible amount of 'give', so if required we could be either more or less generous with the amount of time we gave to complete a certain portion of the exercises. We worked through a long process of developing ideas that we thought we could use to achieve the goals that we had initially set up. Once we had the ideas we split them up into manageable steps and formed a plan for communicating them to the pupils and getting them involved. We were not keen on having them do much in the way of what they would expect on a normal school day so we included mostly activities and exercises that were more based in small groups and encouraged interaction and communication with as few boundaries as we could give them, including getting them to relay their work back to their peers, something which they don't do much of on a normal day.

Each workshop was an event, which had certain requirements that we had to suffice, some set by the brief for the project, and some set by the things that we had included in our plan. These range from:

- Plan of how time would be spent and a details account of each anticipated activity and its requirements.
- Sourcing and purchasing of materials.
- Preparation of adequate administration facilities to keep record of all events and plans.
- Transportation arrangements and parking considerations (for both ourselves and the members of the school party and the materials that would be required).
- Health and safety in the rooms that we would be using, risk assessments for the activities both inside and outside of the university.

Our plans would be formed by consolidating our ideas for the workshops into a series of logical steps to follow throughout the day in order to achieve the goals that we had set out. The first workshops aim was to give the pupils an introduction to some of the simple things we experience as an architect (through basic creative design tasks) and introducing them to the specific areas in Preston that we felt held an importance degree of heritage and historical significance. We had designed a simple introduction task to get them thinking and then proceeded on the site visits. Along the route that we would take, they were each assigned roles that they would have to imagine they held within the community and how they person would treat the location and feel about it. It was these responses that we would be taking forward into the further workshops to develop into their concept ideas.

The initial plan would be sent to Jo Harrop for critical feedback and to notify us of any adjustments that she felt would be necessary to improve the plan as she holds a position of authority when it comes to matters of how best to carry out the job. Some of the programs that we initially intended came across as being of too high a level for the understanding of the pupils, so she made suggestions as to how we could bring down the level of intellect and knowledge, and make it more interactive and easy to

understand, while still retaining the outcomes and the points that we wanted to achieve. This is a skill that we tried to employ when forming the plans for the later workshops. Once the plan had been criticized, we would make the necessary adjustments to fit it to the program, and extract what would be necessary to facilitate the plan. This would consist of detailing the materials that would be required and making an educated estimates to the quantity of said material that we would need. This allows us to be able to search for the best available price for the materials

(although there were only two recognised suppliers available to us, and only one of which carried the goods required) and make the necessary arrangements for the purchase of said goods. This would be through a purchase order passed through the University finance system and onto the retailer from whom we could collect our materials. In this instance the materials were relatively small scale (could be carried by hand by few people) and the time scales were relatively short (one week turnover for a purchase order is about sufficient). This meant they would have to take account of the turnover lag time and build it into our overall timeframe for creating the plans for the workshops. The limit of the retailers that we were able to purchase from (without creating difficulties) gave us a limit to the amounts and types of materials that we could easily think about using. However, if the project were larger scale, or required larger scale materials (which will occur in creating the final instillation) the timescales and retailers available that supply the necessary material will have to increase. When choosing and buying the materials, we would need to think about how the pupils are going to use them. Some of the materials would require knives and blades to be able to cut and shape them which are a high risk, so where possible we would employ materials that are easier to manipulate, thus reducing the inherent risk on the pupils.

The concept stage of the RIBA Plan of Work (2007) comes through in this project in the work that was produced by the pupils during the workshops. Each of the tasks in the first two workshops was designed and detailed with the

idea that the pupils would create their own concept for the problems that they discovered existed. We posed them the problem by showing them the locations around Preston (although they were encouraged through the tasks to think about what the problems were from their own point of view) and gave them the opportunity to suggest something that would counteract that problem and, in their eyes, make it better for the community. By the end of the second workshop, the pupils had identified all problems and issues that they would be thinking about solving and had begun to suggest impromptu ideas for what they might like to see in place. Simultaneously, we were creating the concept ideas for the design of the final instillation. Working on these two ideas

side by side would continually inform one another (e.g.: a design constraint in what the school can produce might inform how it can be displayed optimally).

One issue that we continually faced throughout the workshops with the pupils was the basis of language that we used to communicate with them, and that they used to communicate with us, be that either verbal or visual. The relationship between the user/client (the pupil) and the Architect (ourselves as the workshop facilitators) is often separated by the barrier of language. Sometimes they would not understand some of the words that we naturally say now having been trained in architecture and constantly in situations where that kind of vocabulary is considered appropriate. We took it upon ourselves to adopt a simpler form of language, one that was more sympathetic to their level of understanding. This was also true for some drawings, although we tried to keep things simple; the pupils seemed to have a very 'young' style to the drawings and diagrams that they were asked to create, whereas our style sometimes appeared too formal and linear for them to be able to imagine easily. We also found that they found it easier to understand the tasks if we put a list of instructions and things to think about up for them to see. This 'spoon feeding' seemed to break down the barriers of the tasks into manageable chunks, a method that is probably reflected in how they would

learn in their everyday classes. This is a concept that comes up repeatedly when speaking to people whom reside outside of the profession (lay-people) and trying to explain to them your ideas without appearing patronising or condescending. We need to find a level that they are used to or can relate to, to be able to engage with them creatively.

The Design Development would be encouraged through the progress of the remaining two workshops. Each task, as before, was designed and designated to get the pupils to think specifically about the areas of the sites that they had been given, and what they would do to 'fix' them. It was at this point that we as facilitators had to put into place a series of parameters as to the outcomes that they would be making. This came in the form of size constraints, so we would be sure that the works they create from this point onwards would

be of sufficient size and detail to contribute positively to the overall work collection that is to be publicly displayed. The pupils had a good knowledge of mechanical production techniques when it came to making the model products that we were asking of them come the end of the workshops. This came as a bit of a surprise considering how difficult it appeared for some of them when modelling by hand, but it was again a level that they were familiar with and able to communicate on. From a wider vantage point, we were able to see that they school is quite technology orientated (especially within the technology department and staff) and so it's inevitable that they are going to give the pupils priority knowledge of these systems and thus the pupils naturally stray towards the machines when asked to create. With techniques like these and the school saying that the students are able to use them, implies a certain level of competence on their behalf to be able to use the machinery. In any kind of design or make it is necessary to ensure that those whom partake have the required level of competency to carry out the given task (HM Government, 2007) and that they are able to carry out their task without adversely affecting those around them.

When we consider the wider impact of the students being able to use the equipment that they have available to them, there are things that come along with it that we as the facilitators have to be sure are respected, mainly the health and safety of the pupils. As with any activity involving children, there were CRB checks which had to take place. This directly does not link to being an architect but similar processes need to be active when ensuring that someone knows how to do their job properly or behave in a situation, for example on a site. This can also be managed by the implication of an effective risk assessment to try to eliminate any potential risks, but also be aware of how to react to them in the unlikely event that they occur. This was especially important when we took the pupils on the walk through the city to see their sites, taking into account all the risks for example: traffic, losing people, interaction with the public, being in busy areas (traffic and pedestrian) etc. by completing the risk assessment we made ourselves aware of the risks apparent and thought about how to stop them initially and then how to respond to them should they occur.

Preparation for all kinds of events, both good and bad, is crucial to running any project that involves people, even more so when they are young people. In the construction industry the risks can increase dramatically depending on the role held, site workers will face many risks every day, they have to be aware of them and how to deal with them to be able to work effectively within the team, and this includes architects as they will inevitably have interactions directly with the site and its workers.

Back on the track of the design, following the design development comes the technical design (part E of the Plan of Work (2007)). From the pupils perspective this was involved in the areas of the project where they were instructed to create models that represented their ideas. In constructing these representations they were forced to think about the interactions of materials and a materials suitability and compatibility for a given purpose, be that either aesthetically, ergonomically or practically. This also applies to

us as the facilitators when thinking about the elements that are going to be housing these works once they are finished. These need to be detailed thoroughly to ensure compatibility and continuous standards through the design as this will be key. The technical design involved preparation of prototypes for the final product, and presenting it to the people who will be manufacturing them for appraisal and feedback. This was fulfilled by Ian Tindsley who has agreed to utilise the schools adequate space and equipment to the benefit of the project. In consultations with Ian Tindsley we discussed both the practicalities of manufacturing the pieces we had created, and their sufficiency to fill the role that was required of them.

This is where we begin to look into the future of the design exercise as the project currently has not progressed past this point. As a result of the technical design we will be able to produce the necessary production information for the manufacturing of the product. This will include things such as: the appropriate drawings to detail the products, the CAD drawings requires to perform the functions on the manufacturing machines, quotes for material costing from multiple suppliers. This will be followed by the mobilisation (part J of the

Plan of Work (2007)) of all the things we require at the school. All the materials should be prepared and the drawings assigned to each that requires it. At this point a temporary housing for the instillation should be prepared so it can be constructed to its full potential. We will have to ensure that those who will be carrying out the manufacturing process are sufficiently briefed in their tasks to complete what we require of them, and also that they are of sufficient ability to complete the task, although seemingly unnecessary for many people, especially in this case with a technology teacher in his own workshop, we should still be sure. Once this is done the project can move into its construction phase. Assuming all the steps leading to this point have been completed competently and correctly, this should be relatively simple as most of the parts are computer generated and only requires people to

stop and go. The main construction will take place offsite (away from the final official location of the instillation) and will be transported to the official site upon its practical completion (part K of the Plan of Work (2007)). Once it is at the site it will have to be reassembled and have any final fixings or finishes applied for it to function correctly. It will carry out its course as a work in itself in conjunction with the other works that have been produced by the other schools that are taking part in this project.

Once the project has reached its end point we need to consider the rest of its life cycle. It is anticipated that the instillation will be disassembled and taken back to the school where it will be given to them and complete ownership will be handed over. Once there they are free to consider either future developments for it or future uses for it within the school or the community.

All throughout this project we have been able to see the links in the process that we have been taken and its similarities in the process we would be taking in running an architectural job. This occurs through considerations of the team members and the people that we have to interact with to complete the project, the considerations towards the clients/users and how we communicate our work to them so as they get the best out of it that they can, the legal considerations, especially important in building and when working with

young people. Linking the process that we have been through to the RIBA Outline Plan of Work (2007) has been useful in relating the stages in any design and build job (of which this could qualify) to another, to ensure that all the necessary occurrences to get the job done are considered and taken action upon. This plan is not exhaustive though, on specific jobs or specific areas within certain jobs there are extra actions that can be added. There exists today a Green Overlay (RIBA, 2011) to the RIBA Outline Plan of Work (2007) which attempts to reflect in the Plan of Work, the RIBA's changing agenda regarding sustainability through architecture. This is something that if the project were to be scaled up or

evolved into a business should be something that is taken account of given its importance in today's society.

I have learned a lot from taking part in this project. I have developed skills of communications and learned to tailor what I am trying to communicate the audience I wish to communicate it to. I have realised the difficulties in project management both in timekeeping and timeframe management, but also management of team members and their best effectiveness relating to the work.

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GROUP B

Section 2.1 EVALUATION REPORT *The Story by one Student.*

Joe Cook:

Introduction

On the 14th December 2011 I with 21 other students met together at a local High School in Preston. A brief was issued to us in relation to being to part of the local celebrations and heritage of Preston in conjunction and collaboration with a company that deals specifically in delivering workshops to children of high school age on the procedures and principles of architecture in an attempt to provide these children with a greater understanding, appreciation and view of the wider community and heritage of their local area.

The task we were issued was to be part of a live project and carry out the role of educator and within groups of 4 or 5 deliver a series of workshops with specific reference to a local celebration that occurs every 20 years within Preston named the Preston guild, a celebration of merchants travelling to and within Preston to trade commodities. The celebration has been on-going for the several hundred years and is for Preston an important part of its heritage.

The brief is comparable and the learning objectives and outcomes are very much similar to the processes and procedures that occur within the construction industry and in particularly within the architectural plan of works. This report and its supplementary documents aim to show how a body of architectural students aiming to learn how to practice architecture as a professional gained and gleaned a vast amount of knowledge and learning from this process that can be directly compared and transferred to the construction and architectural industry.

Brief

We worked collectively and collaboratively with several people. We were a body of 4 students and our initial meeting was first with Jo Harrop a consultant of PLACED the main 'Contractor' if you will who was in essence 'subcontracting' ourselves to perform a particular task in collaboration with them. The group and I met together once we had been issued the brief and openly discussed and by the means of a brainstorming discussion we began to plan what the learning objectives were from the project, what we desired the students we would be delivering the workshops to, to learn and achieve and overall what experiences could we collectively and personally have to further enhance our understanding and application of professionalism in running a project.

Our around the table discussion was in preparation for our first meeting with Lisa Shallcross, the head of humanities at Moorpark Business and Enterprise School, the client who would be employing our services for the purpose of within closely with a group of children to give them further understand and knowledge of their heritage in anticipation for the Guild celebrations. After a morning of discussion ensuring we clearly understood the brief by further discussion with Jo Harrop of Placed, Lisa Shallcross arrived for our meeting. Within our earlier discussion we had prepared and together come up with several questions we would like to ask to ensure that we clearly understand her and the schools expectations regarding our visit so we would both meet those expectations and the needs of the children with whom we would be working.

After asking our questions, listening and making notes we made sure we fully understood what was expected by relaying back to Lisa what we had taken from our discussion and allowing her to confirm or further elaborate so that we could plan and prepare ourselves having a clear direction according to these guidelines, while utilizing our own creativity in meeting these objectives and the student's needs.

We gathered from this meeting that the school desired the workshops to:

1. Bring Several year groups and culturally diverse set of pupils together to work collaboratively
2. Help the students to be self-directed and self-reliant within the learning process.
3. Incorporate some of the schools heritage within the workshop activities, i.e. the school has a stained glass window that is listed.

In the week that followed this meeting we began to create and prepare an overview of the 4 workshops that we would deliver to ensure we could accomplish the objectives set by the school and the objectives set by PLACED. This preliminary plan was essential to the planning of our first workshop. Once we had completed the initial plan of the first workshop we e-mailed Lisa Shallcross at the school to receive any input from her perspective.

My Involvement:

Having had a vast amount of teaching experience in the past I was able to offer the group ideas and insights to help us understand simple skills that were necessary in addressing a group, but more particularly a group of children of varying age, sex and home and cultural backgrounds. Throughout the entire planning process we worked together to prepare ourselves and build a closeness and unity that would aid the smooth running of the workshops within the classroom. I was delegated the task of being the point of contact for the school and thus all e-mail correspondence with the School was carried out by myself. I carefully constructed the correspondence in a professional way and dealt with any concerns or needs with understanding and urgency.

By corresponding several times with both Jo Harrop of Placed and Lisa Shallcross of Moorpark School and adhering to the feedback we received about the plans and schools desires and schedule, we altered our plans accordingly by doing so, our plans were quickly approved and we could create the finalized and finished versions to prepare ourselves for the smooth running of the workshop

Regulatory Aspects:

Health and Safety forms had to be completed as well as Hazard Forms. A CRB check was carried out as we would be working closely with children. We also had the privilege during the course of the workshops to be part of IOSH (Institution of Occupational Safety and Health) Training to further help us to be qualified and prepared to work professionally by understanding and reducing hazards within the workplace.

Workshop 1

The Workshop

Our Plan for the first workshop (see plan 1) was aimed to first help the children to feel comfortable and unrestrained to explore and not inhibit their creative ideas and to understand why we were there, what we desired to accomplish and how we were going to help them to accomplish these learning objectives. By clearly stating these ideas from the start we were able to help them remain directed and focused on the tasks we would carry out by helping them see how it related and contributed to the overall objectives we wished to achieve. We had planned short and interactive activities that would keep the students engaged and focused thus enhancing the output of work. We also kept in mind the expectations from our first meeting with Lisa Shallcross of helping the students work in a self-directed manner and collaboratively. Each activity was therefore carefully planned to do these things. We had pre-arranged for the students to work in teams and made the teams up of both males and females and children each respective year group.

The intentions behind this planned approach was to allow the pupils to work with different people and learn to work together. The activities were also carefully planned to allow much of the same. The morning session ran smoothly with an Icebreaker, which had a two-fold purpose of allowing the students to feel comfortable and also to learn one another's name.

This seemed to go down well and set a positive and comfortable atmosphere for the rest of the day. The first task of the day was aimed to create a new environment and give the students a task to walk and explore Moor Park a site parallel to the entrance of the school, guidance will be given, via maps and supervisors, helping them to engage and find appropriate sites. We provided the students with cameras and sketchbooks and encouraged them to take pictures of things that interested them, sketch anything they found interesting and collect any items they thought would help them to create a model of their emotional response to the site in the afternoon. In the afternoon emotional responses models were created using plasticine and other materials we had provided and they had collected from their sites.

What went well?

The variety of environment and activities really kept the students engaged and participative throughout the course of the day. We managed to adjust some of our plans according adhering to the break time of the school. This meant simply lengthening the activity in the morning and making our visit to moor park after the break period. We had planned well and were therefore able to be flexible for such changes without this impacting the objectives and outcomes we had considered.

What could we have improved?

Although the feedback, participation and student engagement was excellent all day we did learn that ensuring all times and breaks were accounted for would eliminate the need for last minute alterations to our plans. Although we handled the situation professionally and did not even allow this factor to break our stride is still something we learned and implemented in the preparation for the next workshop.

What Objectives from the Brief did we meet?

We managed to meet our objectives in starting to help the students think creatively while working alone and how to think collaboratively by working as part of a team and consider how their surrounding community affects the way they and future generations will live. We also set an external task to help prepare the students for the next workshop and allow them the opportunity to work independently on a task in their own time and in their own way.

Workshop 2

The Workshop

In this workshop the aim was to allow for the students to work in groups. In these groups they were to work with the information which they gathered from the assigned task from the end of the last workshop. With this information and the information packs provided they were to design and make examples of stain glass windows or their interpretation of a stain glass window in demonstrating their knowledge of Preston's past, the heritage and link all of these elements together to produce their own interpretation of a stain glass window. Different layers added together will make up the windows, each layer is to have a different image to represent the past and symbolize Preston's heritage.

In a change of scenery from the school and accommodating the limited classroom availability at Moorpark school we made plans and arrangements for the school pupils to attend the university campus and the carry the workshops out within the architectural studios.

Due to the students being out of their comfort zone as this session is to take place within the university we think another ice breaker would help to settle them into the working environment for the day. Also later on they will be working in different groups from last time so this will also benefit them in getting to know one another. This icebreaker will be in the form of a game, similar to last time

Quickly review what students managed to gather from parents, grandparents etc. or any other work they managed to gather from the task set at the end of the previous workshop. Explain what is to be done throughout the day, which is to create a window similar to the one featured in their school using their collected items and information from previous guilds, each group making up one window. Show an example of what they might produce and images of the stain glass window at the school. This is what could be featured in the pavilions from the last session.

Very quickly they will discuss, within their groups, what they have produced and how they may combine them amongst the group. This will allow them to all have their input and also a way for us to check their initial ideas.

Quickly give a few tips to the class as a whole on how they can take their initial ideas forward and begin to put them together into a final piece.

With feedback from the initial ideas and designs work in a group to produce a final design for the assigned window. Within the 4 groups, 1 window will be made per group.

The windows are to be finished and displayed.

Get each group to present their window to the class, allow for other students feedback and for us to give praise to the work produced

Using the information learned throughout the day and information contained within their information packs, a quiz will be held. Possibly a prize for the group with the most points at the end. This will help get all students engaged to try and win points and also help to finish on a high note.

Explain what we would like the students to do prior to the next workshop. Get them thinking about the future of Preston; we will give them some example questions to get them thinking. Workshop is to be tidied. Relevant windows are to be stored and produced for the next workshop, using the laser cutter and any other equipment available to making the finished product.

What went well?

The variety of environment and activities really kept the students engaged and participative throughout the course of the day. We managed to adjust some of our plans according adhering to the break time of the school. This meant simply lengthening the activity in the morning and making our visit to moor park after the break period. We had planned well and were therefore able to be flexible for such changes without this impacting the objectives and outcomes we had considered.

What could we have improved?

Although the feedback, participation and student engagement was excellent all day we did learn that ensuring all times and breaks were accounted for would eliminate the need for last minute alterations to our plans. Although we handled the situation professionally and did not even allow this factor to break our stride is still something we learned and implemented in the preparation for the next workshop.

What Objectives from the Brief did we meet?

We managed to meet our objectives in starting to help the students think creatively while working alone and how to think collaboratively by working as part of a team and consider how their surrounding community affects the way they and future generations will live. We also set an external task to help prepare the students for the next workshop and allow them the opportunity to work independently on a task in their own time and in their own way.

Workshop 3

The Workshop

Working in 4 groups, each group has to try and build the tallest tower using only spaghetti and marshmallows. The tallest tower which stands on its own, without being held up by group members, wins.

Quickly review what students managed to produce for the external task which was set at the end of the previous workshop.

Explain what is to be done throughout the day and by what time. Then continue to introduce the morning task which will be, using the work they did at home, start to create a piece of work for the current guild – how they see the future of Preston. Quickly split the class into 4 groups.

Set everyone to work. We shall be monitoring throughout to give feedback and any help which may be needed. The students will be working individually during this time but can talk amongst their group to help other students.

Select a few students to show the class what they have produced so far. Ask the students to create a mock-up of their proposal. Each student will create their own 'Vision of Preston' in terms of a stained glass window. All of these will be the same size so we can combine them after the lunch break

Put all the proposals together into one large piece of work, work as a class to agree on an order/shape form of their combined work. Explain the final task of the afternoon so the students understand what is expected of them

Modelling exercise. Introduction to modelling specific 'words'. We shall set the words to which they will attempt to model Explain what we would like the students to do prior to the next workshop. Get them thinking about the space they want their designs to be displayed in (designing the pavilions which were mentioned in the first week

What went well?

The variety of environment and activities really kept the students engaged and participative throughout the course of the day. We managed to adjust some of our plans according adhering to the break time of the school. This meant simply lengthening the activity in the morning and making our visit to moor park after the break period. We had planned well and were therefore able to be flexible for such changes without this impacting the objectives and outcomes we had considered.

What could we have improved?

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What Objectives from the Brief did we meet?

We managed to meet our objectives in starting to help the students think creatively while working alone and how to think collaboratively by working as part of a team and consider how their surrounding community affects the way they and future generations will live. We also set an external task to help prepare the students for the next workshop and allow them the opportunity to work independently on a task in their own time and in their own way.

Workshop 4

The Workshop

Quickly review what students managed to produce for the external task which was set at the end of the previous workshop.

Explain what is to be done throughout the day and by what time. In this workshop we shall be making the pavilion in which their work will inhabit... Quickly split the class into 3 groups.

Modelling exercise. Introduction to modelling specific 'words'. We shall set the words to which they will attempt to model. Select a few students to show the class what they have produced so far.

Give the class a 10 minute break.

In the next task we will ask the students to begin to think about the pavilion space which will house the windows created in previous workshops. Quick slideshow presentation showing examples of temporary pavilion/exhibition spaces, as a source of inspiration.

Set the groups to work, drawing and modelling pavilion spaces.

Go round the groups allowing them to explain their initial ideas and allow for feedback.

Explain the final task of the afternoon so the students understand what is expected of them.

Thank the students for their participation over the weeks. Workshop is to be tidied.

What went well?

The variety of environment and activities really kept the students engaged and participative throughout the course of the day. We managed to adjust some of our plans according adhering to the break time of the school. This meant simply lengthening the activity in the morning and making our visit to moor park after the break period. We had planned well and were therefore able to be flexible for such changes without this impacting the objectives and outcomes we had considered.

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What Objectives from the Brief did we meet?

We managed to meet our objectives in starting to help the students think creatively while working alone and how to think collaboratively by working as part of a team and consider how their surrounding community affects the way they and future generations will live. We also set an external task to help prepare the students for the next workshop and allow them the opportunity to work independently on a task in their own time and in their own way.

GROUP C

Section 3.1 EVALUATION REPORT *The Story by one Student.*

Mohamed Ali Ahmed;

This report is about the workshop process and results of learning outcomes of each workshop alongside the end production crafted by year 8-10 pupils attending Ashton High school which was held on 16th January 2012 in Preston, in relation to clients and teams.

The Current programme of work assists the accomplishment of a greater level of academic excellence in architecture with a preliminary emphasis on the cultural and built heritage of Preston. The delivery of the programme is in the form of structured and regular workshops including individual and group drawn project work in preparation of the workshops. The focus of study and particular method of delivery is selected following consultation with each member of our team, in accordance with the specific area of expertise which he or she has developed during the prerequisite architecture design course. The experience offered to each

member of the team therefore clearly focuses their desired area of expertise; in order to help the clients (pupils from high school) produce structured work of a demonstrably higher level than their previous achievements.

The main focus of the project as aforementioned is on the cultural and built heritage of Preston in the lead up to the 2012 Guild celebrations. This is mainly due to the Guild having over 800 years of influence on the development of Preston as a thriving city in Lancashire.

My group (group c) chose to locate our site within the perimeters of Winkley Square after an initial group meeting was held. The pupils from Ashton secondary high school will be engaged directly into the design process, whilst dwelling into the history of Preston. The students will also explore how their design could be improved in time for the next Guild Celebration in 2032 whilst incorporating the traditions, heritage and values of Preston.

The project will link to the Guild celebrations whilst involving the pupils to take part in a series of creative, student (architecture students) designed and led workshops that explore issues of heritage and the built environment. The work produced by the pupils will be used/exhibited to encourage the wider population of Preston and visitors to the city to think about its heritage and use it to provoke a reaction as to how the city could be transformed in the near future running towards 2032.

Project Aims

Provide pupils from local schools with the opportunity to learn about their heritage, architecture and the design of their city through creative workshops

Give pupils the opportunity to celebrate what they have learnt about their heritage and consider how the heritage of Preston can influence its future development through

creative work

Use heritage and the built environment to develop pupils' transferable skills increase their confidence in talking about heritage and the built environment and raise their aspirations for the future of their city

Work with pupils to produce installations that will raise awareness of the influence of the Guild on the development of Preston amongst the wider community, and promote debate about how the heritage of Preston can positively influence its future

Encourage architecture students to consider the value of heritage when they design, and give them the skills to better work with local communities to engage and consult on design proposals

Provide schools with resource packs from the workshop so they can continue to use heritage and the built environment to support teaching of the core curriculum

‘Plans to reshape towns or to preserve the countryside, and the countless decisions on individual planning applications, are too often inadequately explained. Prejudice and misunderstanding come from lack of clear information.’¹ Collins and Moren, (2009: 2), suggest that town planning or preservation cannot go ahead without clarity in explaining the brief to reduce confusion and mix ups.

Whilst we set up an initial brief in advance of the first workshop we did not realise that we were not adding vital details necessary for an outsider to understand and comprehend what was being said. This was evident when one of the facilitators from PLACED emailed the group back with lots of notes suggesting what we may have meant in the first draft workshop plan. As this was our first attempt at devising a workshop plan, as none of the group members had prior experience in lesson planning, we used this opportunity to improve our potential to plan in accordance to clarity and enable understanding between UCLAN and PLACED. This is similar as to what happens in practice when dealing with a client who you may not fully explain certain issues to leading to confusion and lack of trust between the client and the architect.

‘The main job of this guide is to help members of the built environment professions to work together as one team. This can only be achieved when each has confidence and trust in the other’s abilities, and a clear understanding of everyone’s responsibilities.’² Collins and Moren, (2009: 2) this quote weighs up the principle behind team work, especially as in our situation for the workshops we are dealing with: the class teachers, PLACED facilitators, high school pupils and with each of the group members.

Prior to the first workshop there was not a lot of planning and preparation gone into the planning of the day’s activities as it was still a new and demanding subject. ‘Educators need to recognize this increasingly multi-disciplinary and multicultural dynamic in their classrooms’.³ Early (2010: 7).

¹ John Collins and Philip Moren, 2009, Good Practice Guide: Negotiating the Planning Maze THIRD EDITION

² Collins and Moren, (2009: 2)

³ Beyond borders, *Participatory design research and the changing role of design* ADREAM BLAIR-EARLY 2010

As Blair-Early suggests that all people from all backgrounds need to be taken into consideration, as the workshops were only short temporary sessions, in practice the architect would have to take culture into consideration alongside the target audience. 'When designing for a more global audience, designers must be more vigilant in defining the audience(s) with less ability to anticipate problems and behaviours', Early (2010: 7), suggests that designers/architects need to be knowledgeable into the site surroundings and the target audience, as it enables trust and understanding between the client and the architect if ignorance leads to offending certain people who are a part of the community.

This also seems to be an evident problem amongst new designers as they lack experience, however if we were to repeat the preparation for workshop one, as a group we should have planned our activities around the age of the pupils to ensure they are interested and do not get distracted with the use of long presentations, as Early (2010: 7) stated, 'Designers must share the responsibility for developing a project as well as understanding the audience. New designers are valued as much for their ability to collaborate, innovate and creatively solve problems as they are for their understanding of typography and layout.'

This problem was evident when we as a group presented a 15 minutes PowerPoint presentation to the pupils and initially the children had lost interest after a few minutes as the slides show was too lengthy with a lot of text and only a few images. This was clearly an error on our behalf as we did not create a presentation for the target audience, instead created it for a much older audience. We used this experience to build upon our next workshop plan.

Thinking about the people for whom we design as participants in the design process, action research, is an iterative process that balances collaborative problem solving with data driven analysis or research (Reason and Bradbury, 2001).

As the workshop day commenced we took the pupils to their located site in Preston (Winkley Square) and let them use a variety of measuring equipment

Early (2010: 12) made an interesting comment, 'Perhaps the most important aspect of action research to the classroom process is its use of collaborative enquiry. In order for students to understand the problem outside of a largely formal framework, they need to directly observe, interact and design...' this seems logical and it was one of the ideas behind allowing the students to partake in a professional site measurement exercise which allows them to engage with the site providing a sense of interaction. As a group member the site analysis was an interesting task as it helped the students gather their design criteria to formulate and end product.

As the day ensued the remainder of the tasks were conducted in the classrooms whilst under supervision of a member of staff. This is similar as to what would happen in practice to ensure all members are using their time efficiently. After a brief feedback session regarding the morning activities we presented the pupils with a presentation showing them how to conduct a full site analysis in the correct manner. As previously mentioned this presentation was also very lengthy and contained too much information and detail for the students to

understand within twenty minutes. From this encounter as a group we realised that the pupils to not pay attention to lengthy presentations, however they enjoy being involved in the task as it is far more engaging and beneficial. As Early (2010: 13) stated '...developing good working relationships and seeking to understand the needs and aspirations of the authority and others – and involving them in the project – are more likely to be effective. Above all, be realistic in your expectations!'

Towards the end of the session we as a group assembled our thoughts and came to the realisation that we had expected the students to be interested in our workshop day and participate in the measuring activities however we seemed to lose their attention after a few minutes of presenting, this may be due to some group members using complex and specialist architectural vocabulary which is not suitable for their age as they will fail to understand what is being said.

This could also be down to poor planning and judgement as may have expected the students to understand the level of literature; therefore we used this experience as a learning curve to establish correct planning. (Friedman 1993) stated 'Thinking about what planning is, and how to do it effectively, has changed dramatically. Conceptions of planning have changed from the highly normative, rational models emphasising the pre-eminent role of the planner, the application of scientific method and logic, and future desired end-state blueprints that dominated in the early part of the last century.' (Friedman 1993).

If this situation arose in an architectural practice it would have resulted in the clients not being interested and declining their contract/works.

'However, it is the development management function with which architects are most likely to have to work. Development management is the new term for dealing with development proposals under a spatial planning system.'⁴ (Brownfield 2010)

The first workshop was a daunting task as we had no prior experience and had to function according to our architectural expertise allowing the group to base an assumption as how to conduct each task, however prior to the second workshop we had an improves understanding in regards to successfully keeping the pupils engaged and interacting through the medium of model making. The students were set a task to envisage their public installation within the boundaries of Winkley square. Each group member allocated themselves with a small group of five or six students and helped them to derive a theme/concept idea as to what they wanted to build. This seemed to give the students a sense of responsibility and ownership of the design process aided with pointers and guidance.

Early (2010: 10)⁵ stated 'Action research requires that students analyse and develop concepts and theories based on experiences. Concepts and theories are self-evaluated at multiple stages in the development process. Students involved contribute equally to the enquiry and collaborate both as partners and as those affected by the problem and its solution. Allowing the students to experience a problem as both designer and intended audience gives a

⁴ Participatory Urban Planning: Best Practices (PUP) Land Use Workshop – Ideas and Policies, Seminar Report

B-Team Brownfield Policy Improvement Task Force

⁵ Beyond borders, *Participatory design research and the changing role of design* ADREAM BLAIR-EARLY 2010

heightened sense of responsibility as well as the sense of being expert at some part of the problem solving process.'

The accepted concepts were tested and assessed by the contributors and these concepts were collated on a pin up board against a wall. Subsequently these maps take pictures of for the evening presentation. All the contributors congregated around the tables displaying their findings, which were presented by a chosen speaker of each group.

This gives the pupils an insight into how work is presented in an architectural practice, but in a very simplistic form.

Upon reviewing the students models and concept sketches it was evident that the pupils preferred model making exercises rather than being given a plethora of information via slide shows and verbal speeches. I found this workshop managed a lot more successfully in comparison to its predecessor. It also provided an insight into the children's views and ideas as they can be very imaginative and articulate if they are given an opportunity to communicate their ideas in a different medium to drawing.

The students were delegated to produce site maps and provide their own context regarding their finalised concept to help them further develop their architectural knowledge, which would include infrastructure, landscaping in and around the site as well as developing their design scheme.

'...priorities for the environment, such as countryside and biodiversity protection, and transport, infrastructure, economic development, agriculture, minerals extraction and waste treatment and disposal. The spatial strategy of the RSS is set out on a key diagram. However, this does not identify specific sites suitable for development...' ^{6 7} Collins and Moren, (2009: 45).

This is a typical situation which arises when in practice, therefore we provided the pupils with a simulation of an architectural experience. The planning stage enabled pupils to ensure that their work was legible and understandable.

'...There are important benefits of getting hold of the planning officer's report: It will enable you to check the planning officer's advice and recommendation and to confirm that any negotiations have succeeded and that any informal assurances given by the planning authority have been fulfilled. Make sure that relevant matters have been understood and are adequately summarised, that nothing important has been omitted and that the report is not misleading...' Collins and Moren, (2009: 55).

The planning stage for the pupils is similar to the planning stage via the planning officer's report. If the PLACED events we part took were to continue and be transformed into a company, the planning and negotiation process within the legal framework would still be applied.

⁶ John Collins and Philip Moren, 2009, Good Practice Guide: Negotiating the Planning Maze
THIRD EDITION

⁷ Collins and Moren, (2009: 55)

Conclusion

In the initial stages of the workshops the pupils were very restricted in engaging with the project and seemed to show minimal effort and enthusiasm towards the presentations and tasks. However the second day seemed to transform them to produce good concepts and get involved directly. The feedback from the students and supervisors resulted in the students stating that the day was inspiring and successful. It was essentially a speeded up process allowing the pupils to generate ideas.

Positive parts of the method

The opinions and perspectives of the participants can change as the observations are expressed by different participants.

- It gives the opportunity for everyone to express their opinions about the area, such as ordinary people as well as the professionals.
- It is possible to get a big amount of data within a short time.
- This method gives the possibility to the stakeholders to communicate with the planners

Negative parts of the method

- The method needs a lot of preparation before the workshop
- The working groups might include dominating persons, who impose own ideas strongly

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GROUP D

Section 4.1 EVALUATION REPORT *The Story by one Student.*

Anna Tindall;

Through the Heritage Lottery Fund, we were given a grant and a brief to provide four workshops to a group of school children. The workshops were required to investigate the notion of heritage in Preston.

Although unintentional, the organisation and execution of our workshops closely followed the Plan of Work set by the RIBA and the way in which an architectural practice would undertake a project.

Our initial meetings regarding the workshops fulfilled both the Appraisal and the Design Brief elements of the preparation stage (RIBA, 2008). We attended a preliminary workshop, during which we formed our team and were assigned a school (our client) at random and their associated brief. On receipt of these items we discussed the opportunities provided, and the direction we thought would be suitable to undertake.

We were given 10 students, of unknown age, who were potentially part of the government run Gifted and Talented scheme. Unfortunately a representative from the school was not able to attend this initial meeting as expected, so we only had the paper brief and short summary from the school from which to create a more specified brief. The school wished to combine history and photography, and as part of the Heritage Lottery Fund bid we were required to investigate the meaning of heritage, in relation to Preston.

Taking these three things as our main focus, we each put forward our own responses and ideas. By talking them through as a group we came to the decision to use the Preston Docks as our location and to put together a conceptual regeneration project.

As the final outcome, which was expected to be an installation on display as part of the Preston Guild festivities, we decided to get the students to create collaged images from photographs of how they thought the Preston Docks should be like in 20 years' time. We also wanted to incorporate a time capsule into the display, as an interesting and tangible way of showing how things have changed over a period of time.

At this initial workshop we were introduced to Jo Harrop, who runs workshops as a business; she became a useful resource, as she was very knowledgeable on working with school children on projects similar to ours. She checked all our workshop plans and made a few suggestions on how we could improve them. As we had little contact with our school she was an invaluable source of information that we used whenever necessary. By recognising and utilising her skills we were able to plan and deliver our workshops more successfully but were by no means reliant on her for our decisions.

By the end of this initial workshop we had created a more precise and specific brief, tailored to the requirements set by the school (our client) and the Heritage bid as well as our own aspirations for the project. We also had a rough plan for all four workshops and a more detailed plan for the first one. We identified the procurement methods and procedure and organisational structure we would follow throughout the following months.

Over the next few weeks we developed our initial concept for studying the Preston Docks and finalised our workshop plans, making sure everyone had input and all decisions agreed upon. This process mimics that of the design stage of an architectural project in a practice. We also delegated tasks for the preparation of the first workshop, this was necessary not only as this time period covered the Christmas holidays when we would not all be together

but also in order to work most efficiently and fairly. The tasks were delegated in a way so that they suited the individual skills or location of each person; for instance only one member of our team would be in Preston over the holidays and so they were allocated the task of photographing the docks. This worked successfully and when necessary we communicated via email so that we were all well prepared for the first workshop.

Planning the workshops was made more difficult by us not knowing the age range of the students (our end users) and having very minimal contact with our client; they replied only briefly to emails and often only

answered one of several questions. The students could have been anywhere between 11 and 18 years old so we tried to create workshop plans that could easily be adapted to suit any age group. In reality the students were in years 9 and 10, which suited us well as they were capable of creating quality work and had informed ideas about what they liked, disliked and wanted. Once we were knowledgeable on our end users the planning of the workshops became easier as we could tailor it directly for them and the client, as you should with any project.

The lack of two-way communication with our client made the organisation of the workshops more complicated especially in terms of arranging transport and the suitability of tasks. However it meant we simply had to be more dynamic and organised ourselves and not reliant on the client, which was in all probability a good thing. We would not have learnt as much had the client been easy to correspond with.

The planning and deliverance of workshops to school children had various legal frameworks associated with it and during the whole project certain official procedures had to be adhered to and completed as a project in practice would too.

To aid and accompany the planning and execution of our workshops we compiled a Quality Plan; as a record of our work it contains all workshops plans, material order forms, legal documentation, feedback sheets etc. and is attached at the closing stages of this report. It enabled us to keep track of everything we had done and still needed to complete. One team member collated all the paper work so that there was no confusion over who had what.

In preparation for the workshops we were not only required to plan each one individually but also to assemble and send out order forms for materials through certified suppliers and to complete several legal documents. These included detailing health and safety forms which required numerous new risks to be identified, and we devised one specifically for our visit to the docks as it posed more and different risks than working in a studio. We also had to fill out CRB documents; these had to be done well in advance of the first workshop in order to have a chance of getting them back before we started. As they were not returned in time we had to fill out additional forms of a similar vein that covered the legal requirement of working with school children whilst we waited for our checks to be completed. In addition we had to get forms filled out by the school and parents to permit the taking of photographs.

For each workshop we had a meeting a week or so before to discuss and amend the workshop plan and to delegate the tasks for preparing for the workshop. This was a successful way of refreshing our minds and fairly distributing tasks – this was especially important for the later workshops as pressures from our other modules were increasing and so the workshops had to be run as efficiently as possible. This was similar to Part F of

**the RIBA Plan of Work – production information as part of the pre-construction stage.
(RIBA, 2008)**

Although we did not use external contractors during the planning or execution of the workshops, we will be doing so in the following few months in order to get the final pieces made professionally ready for the exhibition. As I have suitable contacts it will be my task to communicate with these professionals and set up contracts and methods of payment as well communicating the ideas and requests of the school children as discussed and formulated in the workshops. Unlike many building projects we will not be putting out tenders and the decision about contractors is ours and not our clients. We have full responsibility for sourcing, managing and paying any additional contractors, along with managing the budget and the project as a whole.

We were careful not to make any presentations too long and laborious and to always follow them with an activity, however we found that at the beginning the students were quite reserved and preferred not to comment on things, as the workshops went on they became more confident with their opinions and abilities.

In the afternoon of the first workshop we took the students to the docks to take photos with disposable cameras. We were unclear as to the arrangements made by the school regarding transport and only a few days before the workshop did we discover they were only being dropped off by minibus in the morning and no other transport was to be provided. Although it was an inconvenience we sorted the problem quickly and easily as I knew the taxi firm used by the University and we were able to arrange for them to pick us up and drop us off in a taxi large enough for us all.

When the taxi arrived we decided to shorten the time at the docks, this was a good idea and the time we spent was the perfect length to be able to explore the area and the students to take all their photographs without getting bored and cold. We found it fairly easy to gauge the students' interest and potential enthusiasm for things and so the workshops ran fairly smoothly.

For the first three of four workshops the school failed to turn up on time, even after delaying the start time half an hour. Fortunately we had allocated an hour for lunch which was not necessary and we were intending for flexibility within the timetable so we easily amended the times as the day went on so that we still achieved what we had set out to with little compromise.

Having an organised plan surprisingly enabled us to be more flexible with the format of the day as we knew what needed to be done and in what preferred order thus we just needed to tweak it as the day went on.

During the second workshop we asked the school children to create collages of their ideas of what they thought the Docks needed, and in the afternoon made models of these ideas and placed them on a large scale map. Unlike us they were not used to working with maps, especially at different scales, but by pinning two maps on the wall and getting them to locate their school and the docks and then having a large scale map on the table they quickly knew where things were and could see their ideas on the site.

At the third workshop the teacher brought in a time capsule that they had had at the school since 2000, which we were able to open. It was a great addition to the workshop and

allowed the children to see first-hand what could be put into a time capsule and this made the task of designing their own relatively more realistic and appealing.

In the fourth workshop we got them to create more collages of their ideas, one A3 in pairs and one A4 on their own. They created good images and we will be digitalising them and printing them on canvases for the final exhibit.

We also asked them to bring in items for us to photograph ready to be put into the time capsules, although the majority failed to specifically bring something; we managed to collect various items from their bags etc. and resulted in an interesting collection of items. We then photographed these items, getting the majority of students to have a go at photographing them with one of my colleagues professional camera, the students enjoyed this experience and produced some good images.

We tried to teach the students things relating to architecture such as working with maps and the idea of scale, but we did not wish to 'dumb down' anything, instead we tried to make it relevant and accessible to them, finding out what they do understand and how you can use that to explain a new concept to them. I think we achieved this well.

The students were surprisingly diligent and careful with their work and sometimes we had to alter the workshops so that they only created and developed one piece of work rather than two. It was surprising to discover that they preferred to work in small groups or pairs rather than alone.

It was rewarding for both us and the children to get them creating artistic work as few of them were art students and many were uncomfortable with drawing in particular. Through encouragement they grew in confidence with their abilities and always gave positive feedback about the day. The workshops were beneficial to both the students and to us; they became more confident in their skills, how to express their ideas and how to look at familiar places in a more critical way. Their enthusiasm and honesty and simple attitude to evaluating the quality of something was refreshing. They saw things at face value and knew what they wanted. They were surprisingly concerned with social issues; without any directing one girl created community housing and a strata of other residential properties ranging up to a glass topped penthouse.

Another incorporated the idea of diversity into the time capsule she was designing – drawing the different symbols for all the different religions including atheism.

Unfortunately the students attending the workshops varied each time, generally we had 9 students but the second workshop only 5. This required us to alter some of our plans and meant we had to again have a level of flexibility as we never knew how many students we would have. It also made it more difficult for ordering materials but overall everything worked well and the students that we did have enjoyed every workshop and produced good work. Although from two different year groups they all got on well and no one was particularly troublesome.

All in all the workshops were very successful, the students, the teachers and our team all enjoyed them and learnt things from one another. Although communication with our client (the school) was often difficult, we continued to act professionally and ask what needed to be asked whilst keeping it to a minimum; we made any unanswered decisions ourselves to

the best of our knowledge and abilities. Having a more challenging client was actually beneficial and more realistic than everything being easy.

We learnt a lot about organising a team and getting the best out of everyone, all the personalities in our group were quite different, but it worked well and we tried to play to everyone's strengths.

All the skills and experience that we gained through the running of these workshops will aid us in future employment, particularly in dealing with clients who do not have the same level of understanding or knowledge of the subject of architecture that we do. The students were no different from a potential client in an architect's office and we successfully pitched our presentations and vocabulary at a level that they could understand and relate to whilst also teaching them new things they would not have otherwise been aware of. Through the practical application of the workshops they cemented the abstract things we had learnt in lectures and were a valuable part of our learning experience.

Bibliography

RIBA, 2008. Plan of Work 2007. RIBA.

Appendices

Photographs of the students work and some examples of the sheets we produced for the activities during our workshops.

GROUP E

Section 5.1 EVALUATION REPORT *The Story by one Student.*

Sibu Nasir;

INTRODUCTION

This project's aim was to focus on the cultural and built heritage of Preston, especially in relation to the guild, in the lead up to the 2012 celebrations. The Guild over its 800 years has had a strong influence on the development of Preston as a thriving and important market town and Lancashire city. This project will look to examine how the architecture and the urban design of key areas within the city have been influenced by the cultural traditions and makeup of the Guild.

We as students worked with the pupils from the local secondary school, Penwortham Girls High School, to engage them in the heritage of their own city through diverse spaces, considering how the past would influence their design.

The celebrations of the Guild will be linked to this project in which the students will be involved taking part in a series of creative, student designed and led workshops that explore issues of heritage and the built environment. As a result the pupils will create a temporary installation which will be located and exhibited on a specific site in Preston. Before the workshops started my group and I had a meeting with the teachers from Penwortham to outline exactly what our objectives were and what ideas we had in relation to the workshops. We also discussed what potential ideas as to what the installation could be and what concepts could drive it. We were informed that we would be getting pupils from the Geography and History Department.

In my opinion I feel that at the heart of every successful project is a strong relationship between architect and client. The first stage of the meeting with the school teachers was probably the most valuable time as in this time we got to discuss the requirements for the structure of the coming workshops. Our brief was that we had to relate back to the history of the mills and Preston Docks for the development of this installation. We did not come to a final solution on any ideas however in this time we got to explore new and creative ideas for the potential installation. We asked many questions as to what topics their pupils were comfortable with in relation to the design process. And from that we settled on the concept of the "Past, present and future". We felt that this concept tied in well with the pupil's historical and geographical knowledge of the Preston and the Guild. Also in these meetings we discussed potential locations for the workshops and travel arrangements, the number of pupils that we will be dealing with and also what days the workshops will be held.

After that meeting our group sat down and we began to plan out the workshop plan and started delegating each member to a different task that they were suited to. The first workshop plan we did was in Manchester where our group got together and we discussed thoroughly what we had gone through in the previous meeting with the teachers. During that time we prepared a series of rough sketches and schematic designs of our workshop plan and what the potential installation could be. These schematic designs were not finished however they were possible approaches for us to consider when delivering the workshops. We did finalize our first workshop plan in relation to location and activities, the materials that we would need and also the risk assessment. As the first workshop was finalized I sent a copy on to Jo Harrop from Placed who went through it and advised us if any changes were necessary in order to make it a more successful workshop. I also sent a copy to the teachers in order for them to have a look over it to see what the expected outcome was for that day and also in relation to travel arrangements.

Workshop 1

Preparatory

Before the day of the first workshop my group and I discussed exactly what materials we would need for that day and how the travel arrangements would be sorted. We also made sure we had the studio available to us for that activity. Due to the "Health and Safety Act 1974". We did a thorough risk assessment in relation to that day. "All workers have a right to work in places where risks to their health and safety are properly controlled. Health and Safety is about stopping you getting hurt at work or ill through work." We went through the presentations that we would be giving as a dry run. We made the activity sheets that would also be needed for that day.

Workshop 1

18th January 2012

The workshop commenced as we introduced ourselves to the clients which were the pupils of Penwortham School. The pupils were given a general introduction to the whole project. What they were going to do and what they would gain from the whole experience. As a starting point for us to get a better understanding of our clients we got them to introduce themselves to us and to the whole class and we asked them a few questions in relation to their knowledge about architecture.

We then gave a brief presentation to the pupils on the history of the Docks and Preston, how the industrial revolution influenced its development and examples of case studies of other architectural installations. Keeping in consideration what the concept was from the previous meeting.

Our next activity for the pupils was the trip to the docks. The pupils were taken to the docks as that was their site for the installation to be displayed. I felt that this trip was important for the pupils to understand how architects would potentially go to their site observe it and analyse it before making any proposals. As we arrived at the docks the pupils were given their first activity 'finding architecture'. The activity consisted of the pupils being asked to identify the North and South points. They were also given zoomed in pictures of part of a building which they would have to find in the docks area.

For lunch one of the team members was able to confirm Morison's canteen which was overlooking the docks.

When we arrived back to the university we were able to do one more task with the pupils as we were quite limited on time due to delays from the taxi service earlier. But before this task we gave the pupils a tour of the architecture studios and laser cutter room. Once again to show them exactly what design process architects do and what they produce at the end. After the tour we did a brief craft exercise with the pupils to introduce architecture and sustainability. Students were given empty juice cartons and lollipop sticks to make a small end product. The pupils really enjoyed this activity as they physically got to make something.

As the day came to an end the pupils were given homework which consisted of them finding out more information about the Guild, history of Preston, Industrial Revolution and the Docks.

Conclusion

I thought the first workshop went quite successfully. The pupils cooperated throughout the whole day. The teachers also got involved with the activities thereby making it easier for us to connect with the students. Even after the workshop we received an email of the teacher- telling us how much of a success it was and that the atmosphere we created was great and how they were looking forward to the next one. However there was one

negative aspect of the day and that were the taxis turning up late to take us to the docks. Due to this we had to cut some of the activities short.

Workshop 2

Preparatory

For the second workshop few days before we finalized the workshop plan in studio. It was once again emailed to Jo and the teachers for checking. During that time we also managed to finalize the plan for workshop 3.

We then made out the materials list that we would for both the workshops and that was then sent as a purchase order to Grantham's. As we made out the list of materials we tried to keep the cost as low as possible but also keeping in mind good quality. Following this we did the risk assessment for both the workshops.

We printed out any material that would be necessary on the day, cleared up the studio keeping in mind the health and safety regulations.

Workshop 2

6th February 2012

The second workshop began with us outlining the activities of the day. The pupils were then given their first activity to begin the day. They were given a map of the docks in which they were tested on the pictures they were given on the "Finding Architecture" sheet from the previous workshop. In this each group were given an envelope with the pictures, in which they got up and placed the images on the map on the wall.

Also in relation to the previous workshop the pupils were asked to do some research into topics that we had discussed in the last session. We went around the table and each pupil presented what they had researched. I was quiet impressed as some had done sketches, some asked their parents and grandparents about the Guild and some had done their own research on the internet and presented images as to how they could relate it back to their designing of the installation. In order to give the pupils a better understanding of an installation we gave them a presentation of more examples and we asked each student what their interpretation was of the installations that were shown. I felt that this gave the pupils a better chance to open up with us and the rest of their classmates.

The next task the pupils were asked to draw a still life object. Thereby, getting them to experience as an architect how to sketch an object. And in doing this making it their own artistic impression and once again relating it back to the examples of the abstract installations that they had seen and discussed. Once the pupils finished this activity, they pinned up their drawings on the wall and each student explained how they had manipulated the object being drawn into something else.

After lunch as the pupils had got more comfortable with the drawing they were asked to draw concept sketches for the idea of their installation. As they drawing, each one of us went around helping the pupils with the ideas of their concepts. We listened as they told us what their vision was and we helped them extrapolate their ideas from what they had drawn. This is once again similar as to what would happen with architect and client as they sit down to discuss potential ideas. Going back and forth with ideas as to what is possible and what isn't. What materiality could be used and most importantly what the cost would be.

On the completion of this task the pupils were asked to pin up their ideas and to share it with the rest of the class. I felt that this was quite similar as to what it would be like working in an architectural practice, where everyone brings in their ideas for discussion. After this activity the pupil's next task was to make a concept model of their potential scheme using their sketches as ideas. This was a very successful activity as the pupils seemed to really enjoy making a 3d version of their drawings. In doing this it helped the pupils overcome any issues with their design. In doing this the pupils were mimicking what architecture students or what architects in practice do for their design process.

Conclusion

The second workshop was once again a success. The pupils seemed to really engage with us. They were quite eager to make their concept models. The pupil favourite task of the day was the model making and it was also mentioned in the feedback forms that they filled out at the end of the day. However if I could change something I would have given the pupils longer time to make a model for their scheme. This too was also mentioned in some pupils feedback form and we took this point into consideration for our next workshop.

Workshop 3

29th February 2012

The third workshop was based on the introduction to scale and the finalizing of their ideas for the installations.

The day started with one of the group members giving a presentation on the introduction of scale and scale drawings. How it relates back as to how architects communicate their drawings with other professionals.

After this presentation the pupils were given an opportunity as to how they understand scale by their first activity. They were given objects within the studio to measure and to compare them to an appropriate scale.

To teach them how to draw a scale drawing I set up the drawing board and gave a demonstration as to how to draw a proper scaled drawing professionally with the use of set square. As well as that another member of the group did that exact drawing on computer just to show the Pupils a different means of drawing. This was to show them how architects in general can use different methods of drawing to portray their ideas.

After this the pupils undertook the challenge of drawing the image that I had demonstrated to scale by the use of the drawing board and set square.

Their next activity after lunch was then to draw their own idea of their installation on an A1 sheet, to scale by the use of the drawing board. In this drawing they had to include their concept, and also the components of the proposed installation. The pupils were divided into groups and each one of us sat down with a group and thoroughly went through their ideas with them. We firmed them up and they were ready for drawing.

Conclusion

The third workshop went very well in relation to firming up each pupil's idea for the installation. The drawing exercises went down very well and it was great to see how eager the pupils were when drawing on the drawing board. One negative in relation to this was that once again time was a major factor. The pupils didn't get to finish their drawing. However as

homework they were told to have them finalized and finished for the next workshop as they would be getting pinned up in a professional manner.

Workshop 4

Preparatory

For the last workshop the plan was finalized. A list of materials was made and this time we as a group went over to Grantham have and placed the order in person. The materials were then paid for and picked up on the day of the workshop.

We filled out the risk assessment in relation to that day. Also we had to sort out another studio for this workshop as another group had their workshop on the same day. We then cleaned the studio and prepared for the commencement of the workshop.

Workshop4

19th March 2012

This workshop was based on finalizing of the pupils models. However they would not be the ones that will be exhibited but instead they were a prototype as to what the final model would look like. Either they be made by us or be made professionally.

The day commenced with us outlining the main activities of the day. The pupils were also shown and told as to what the final outcome of their installation would look like. The pupils were informed that there will also be a book made by us for the exhibition in which each student would have a page dedicated to their design process and their experience of the workshops.

The pupils were asked to pin up and explain their drawings that had to be completed from the previous workshop. They explained what their concept was, where on the docks their installation would potentially be located, what materiality they would use and also the scale of it.

The pupil's next task was to make their final schematic model. Whilst they were doing this we went around helping them with any queries they had in relation to their design. When the models were complete I took photographs of them to be put in the book for the exhibition.

Conclusion

The last workshop was a great success and this could certainly be seen in the work that the pupils produced. Each pupil had engaged with us quiet well and they were eager to produce great models. Everything on the day went on time and the models were finished on time and ready to be photographed.

Overview of the Workshops

I felt that this workshop was a great experience. It was quiet similar in relation to what architects would do in their profession. Particularly working as a group on the same project. Each member throughout the task was delegated on what they were best at. This experience also made me realise how much work, preparation has to be in relation to paperwork.

Each stages of the workshop I believe was similar to what architects do in practice. Even before the commencement of the workshop our group went out to the site, Preston Docks to see what the positives and negatives were. Also to see if the site was even suitable to bring the pupils to and what risk assessment should be carried out. During our first visit we also did a dry run as to what route we would take with the pupils and also where we could suggest the potential location of the installation on site.

As previously mentioned for each workshop we had to carry out a risk assessment and before the commencement of the workshops we would run through the health and safety regulations with the pupils.

Also during the time in-between the workshop I kept in touch with the teachers and Jo Harrop via email, in relation to the workshop plan, travel arrangements or any other queries that they had. This was definitely a first-hand experience as to what the relationship between architect and client would be.

Final Product

In relation to the final product of the workshop the group's initial idea was to display the installation on the Preston Docks. However due to funds and planning permission it limited us to do so.

Instead we as a group decided that the installation would have to be exhibited indoors and also be made to a much smaller scale.

The idea that we came up with through many discussions amongst us and also with the pupils was to have a big glass Perspex box in which each students small scaled installation would be placed on a shelf at different levels. The base of this box would consist of the map of the docks showing where each installation would potentially be located. Along with this we are going to produce a book dedicating a page per student to show their design process and experience of the workshops. As the students had also prepared scale drawings and models of their potential installations, our aim is to get the models professionally made with the funds that we have left over. Throughout the workshop we were very careful in using the funds. In doing the materials list and castings it allowed us to manage how much we spend or was going to spend quite easily. Our aim was to have the majority of the funds spent on the production of the final installation to a high standard.

Feedback from the Pupils;

"I thought the workshop was well lead and I enjoyed each session I thought it was educational and fun. I enjoyed making models and working with the students".

Kira Darbyshire

"I enjoyed this workshop because it has given me the opportunity to express what I feel would be a good installation and how they would look and work".

Kira-Nerys Johnson

"really enjoyed the architecture workshop because it was fun to do and something different. I learnt many new things such as drawing techniques and what architects do. I would love to do it again".

Mari Yam Lulat

"I really enjoyed the workshops they were fun, different and creative. I enjoyed making models and the visit to the Docks".

Jaime-Lee Holmes

"I thought the workshop was interesting, enjoyable and informative. I really loved designing the installations and learnt loads about architecture and designing things".

Ruby Long

"I enjoyed the workshop, it was fun and I enjoyed being part of it. I could let my imagination and creativity go into my work. It was really good and different".

Daniel/e Rayton

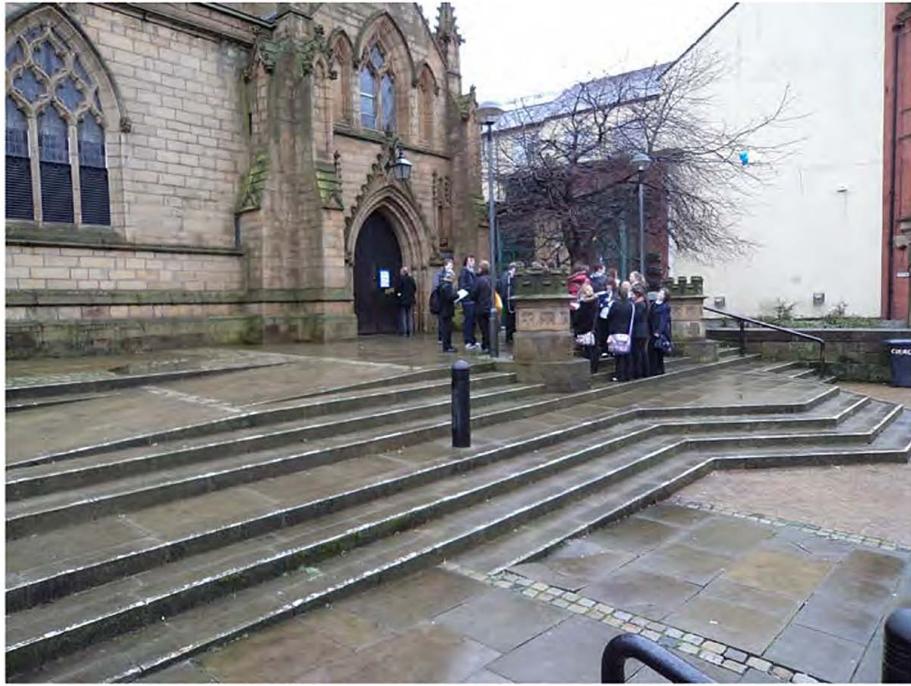
"I really enjoyed taking part in the workshops, and I learnt lots about architecture and what kind of things architects have to think about. It was fun making models and thinking of concepts. It was also interesting learning about more of Preston's past".

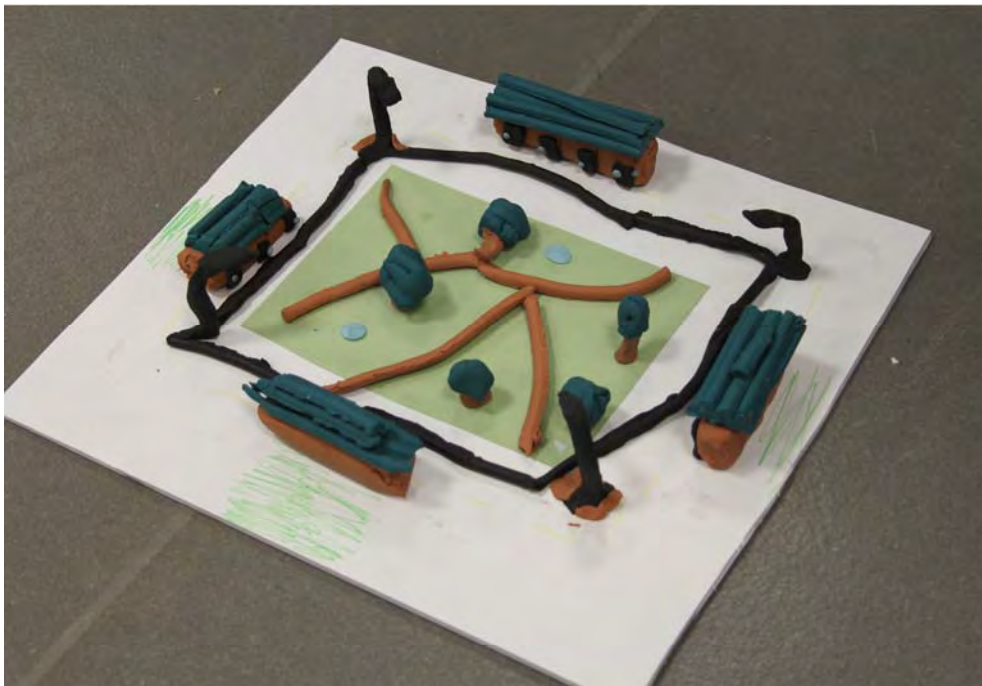
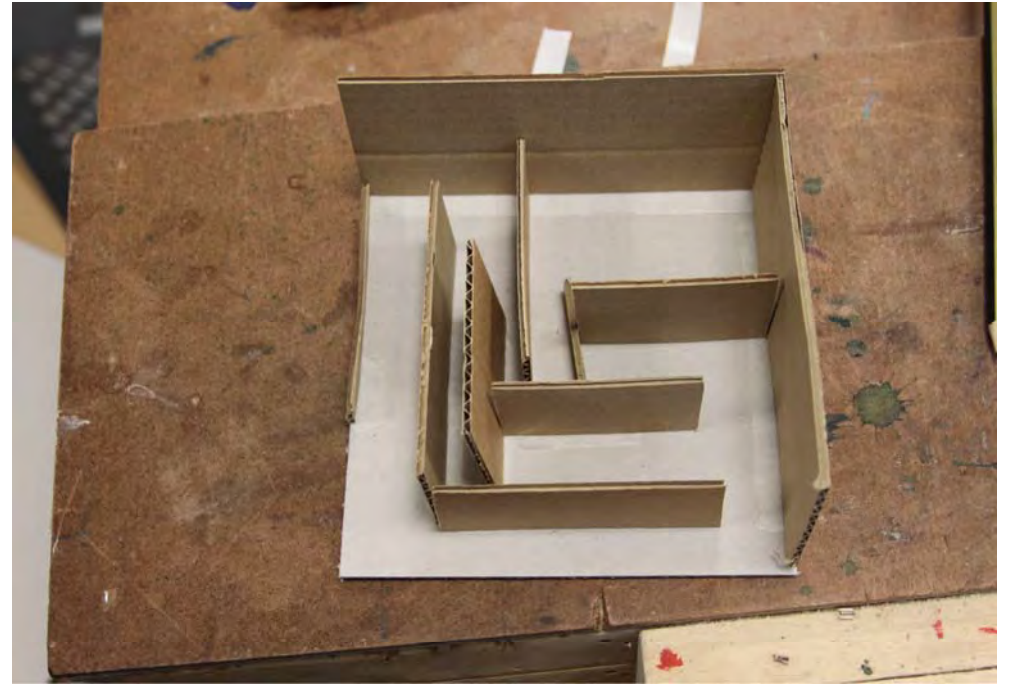
Olivia Aimee Chohan

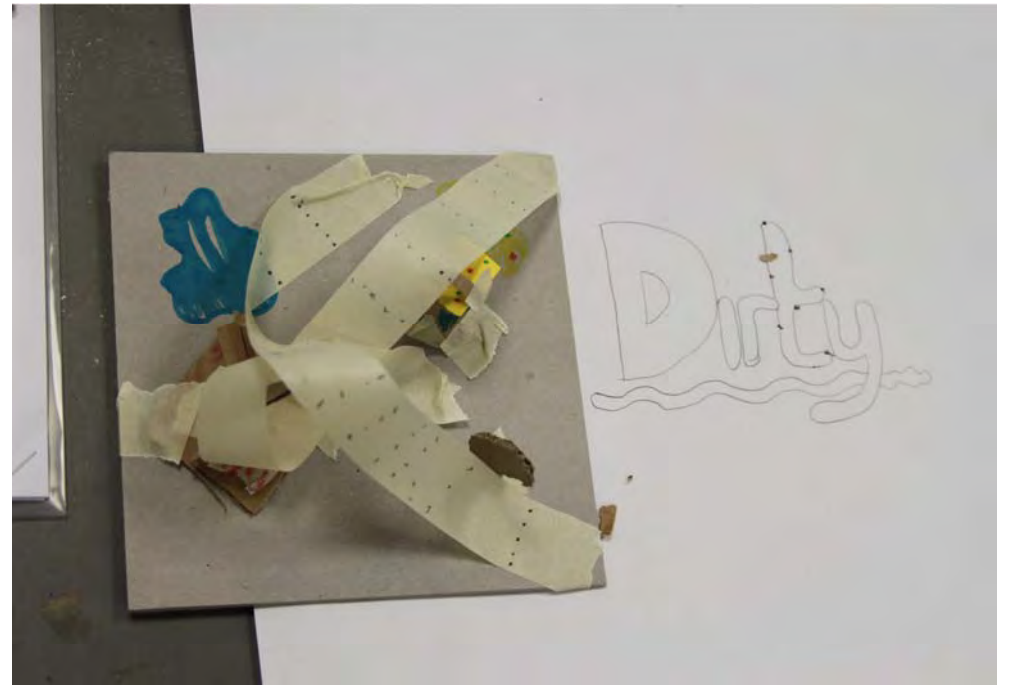
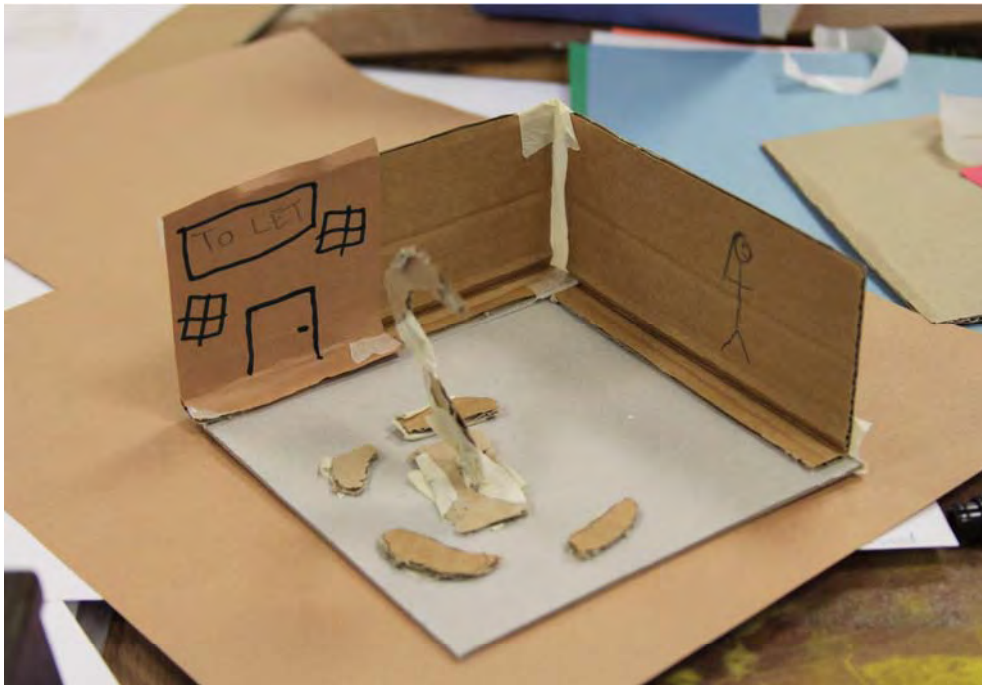
Appendix I

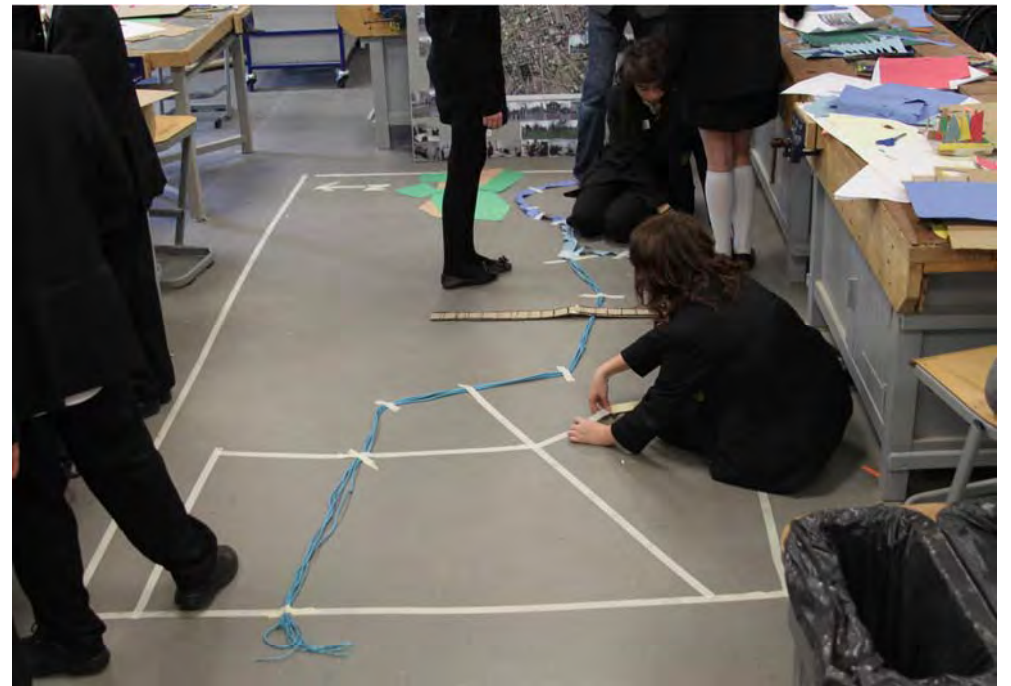
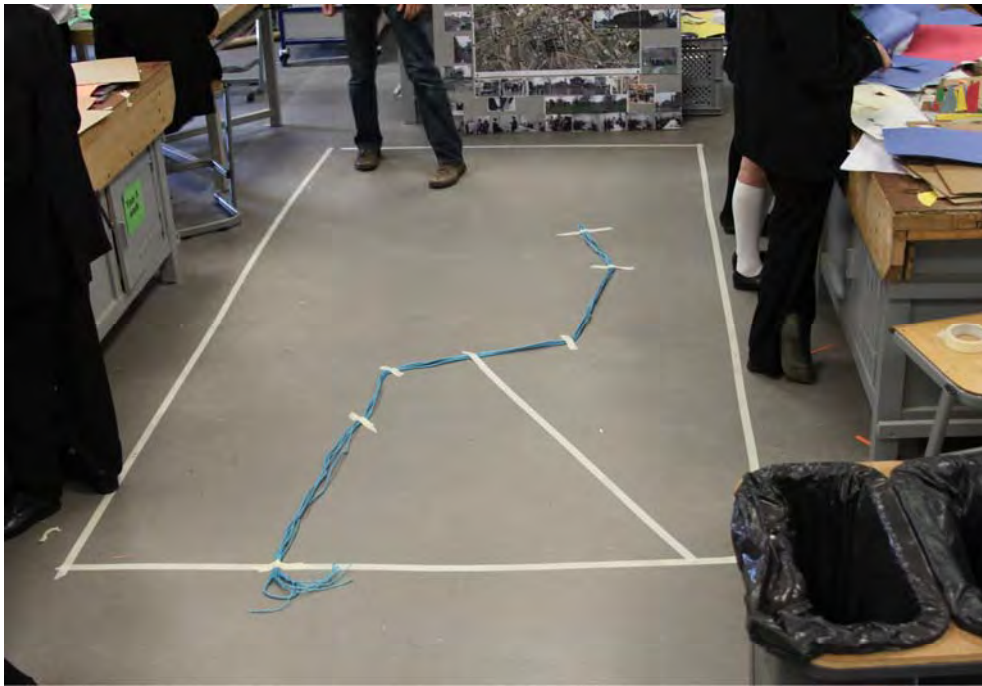
Photographs Group A

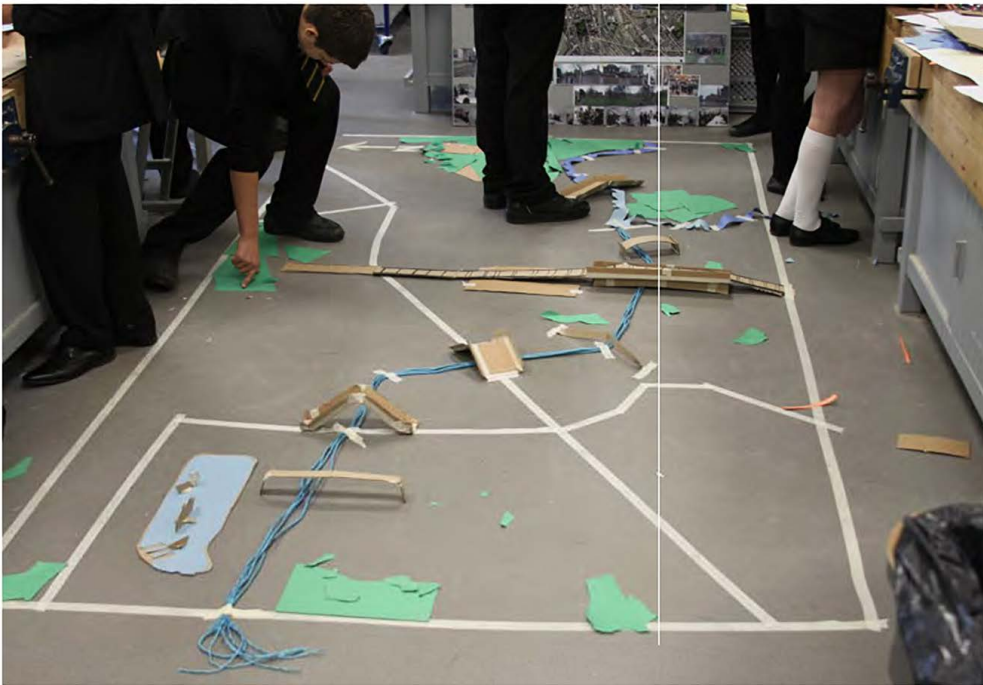




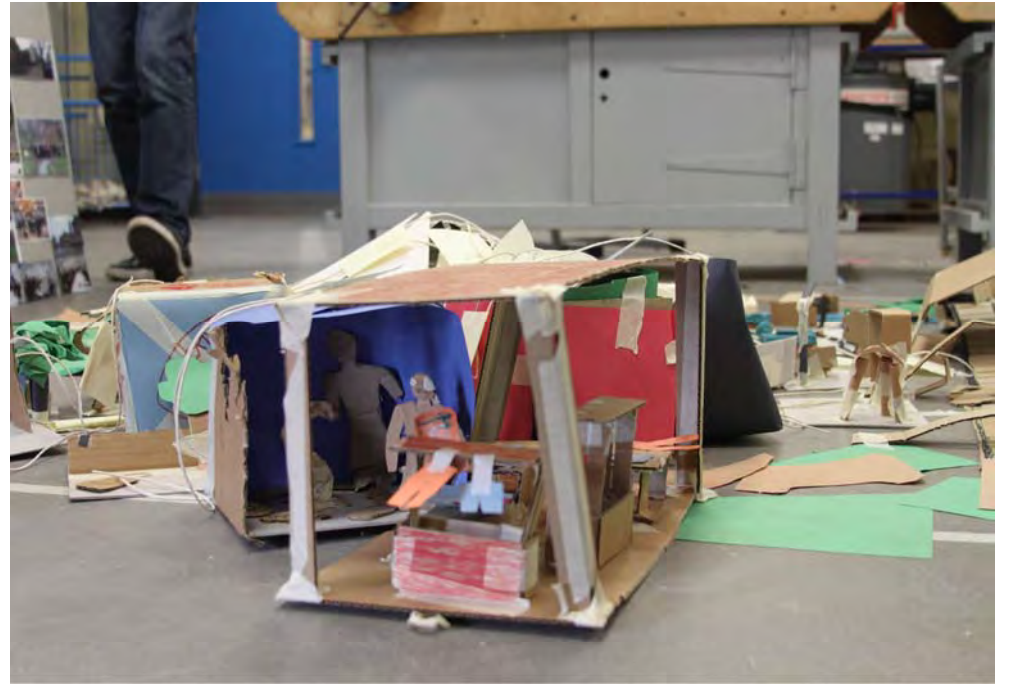


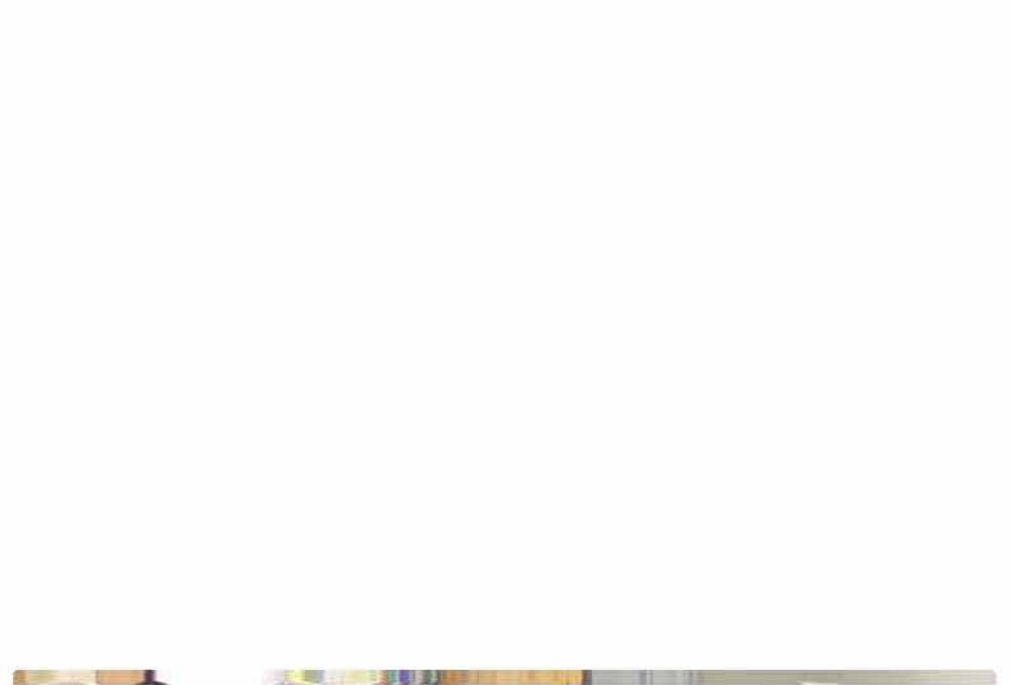


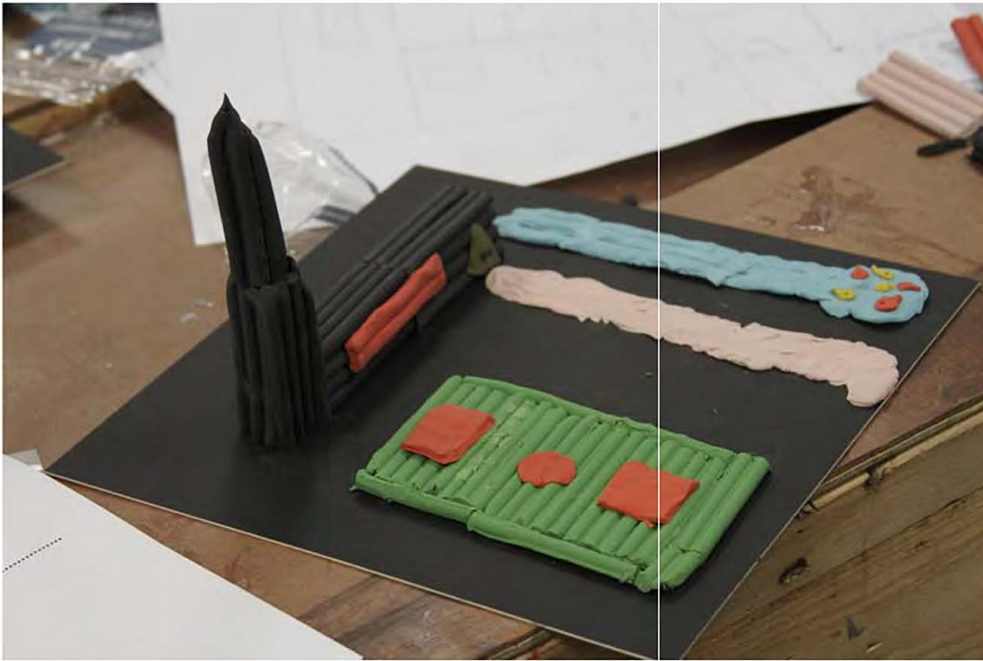


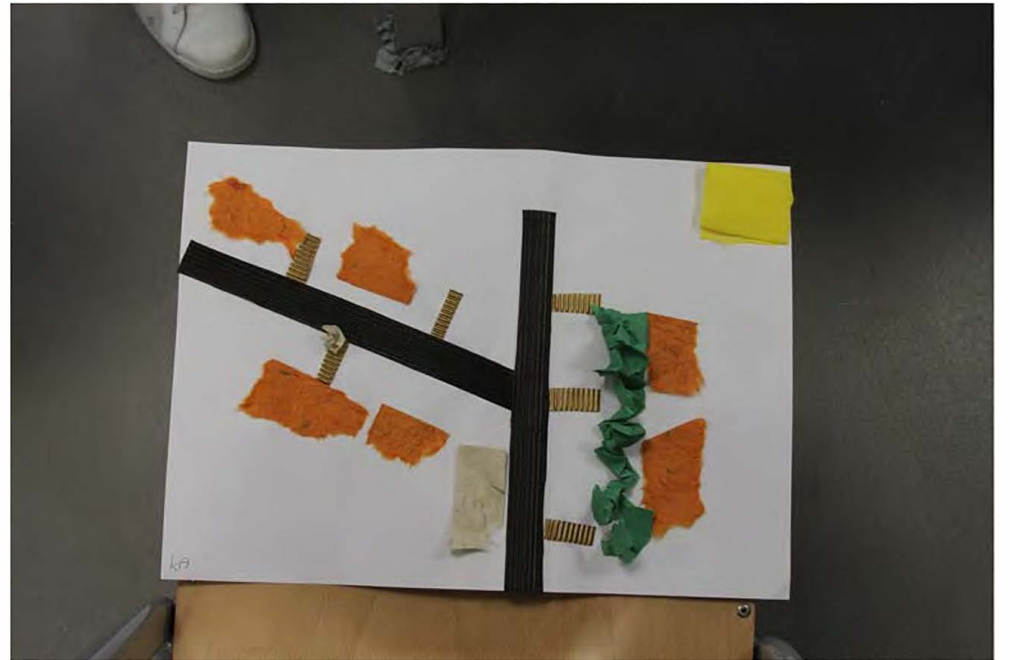










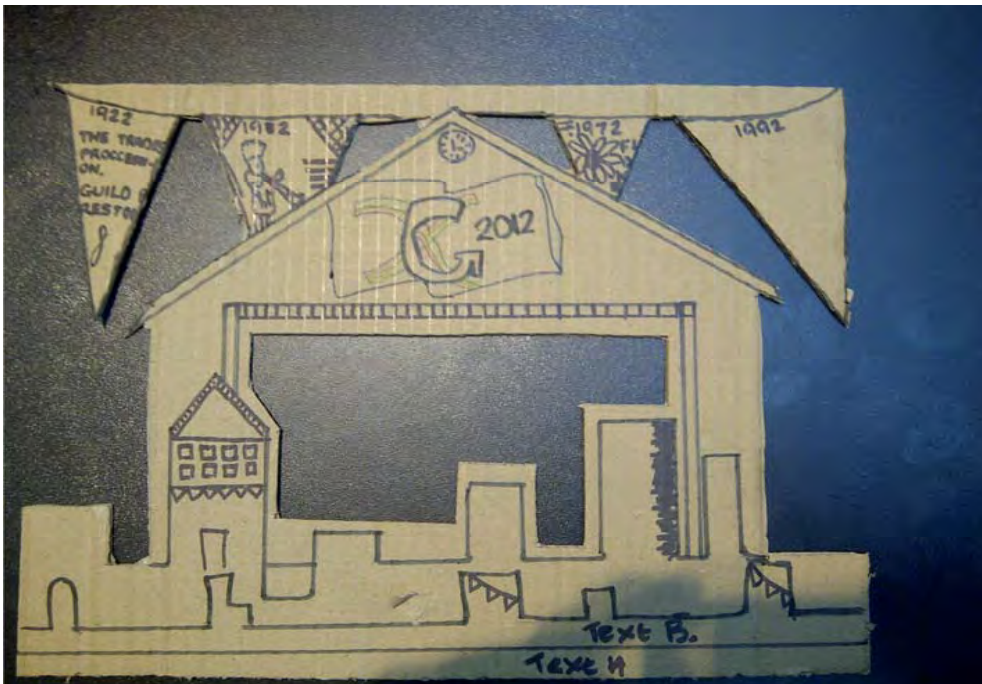


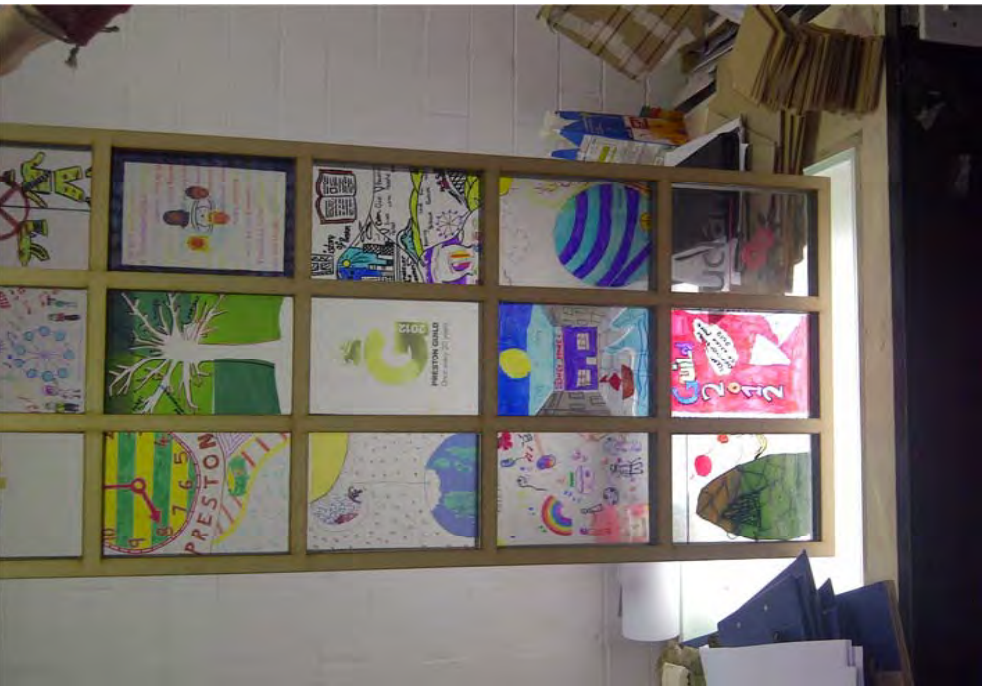
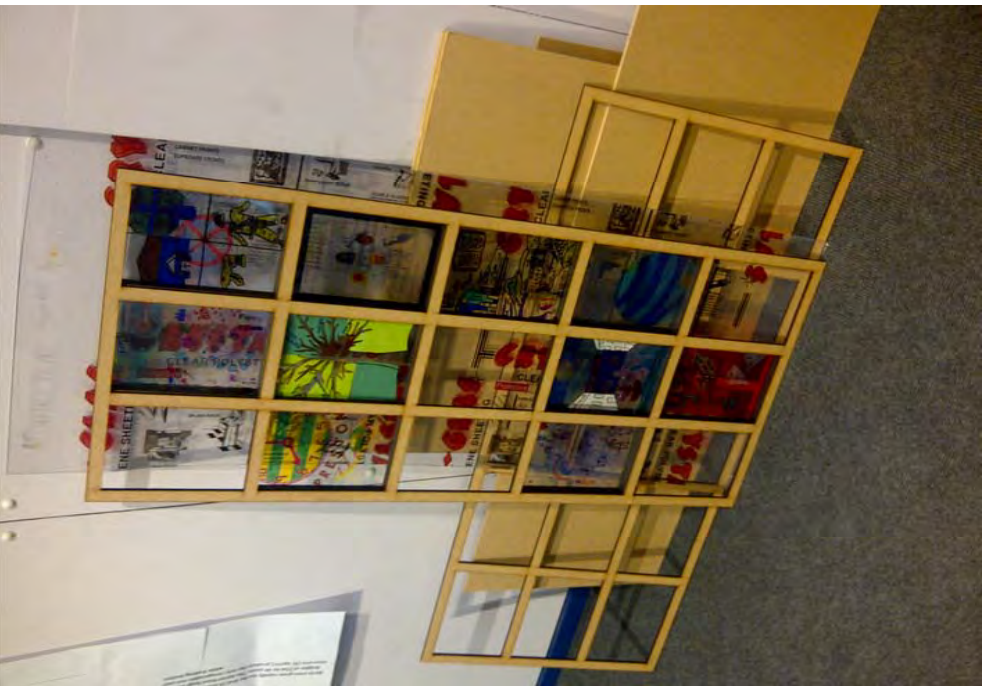




Appendix II

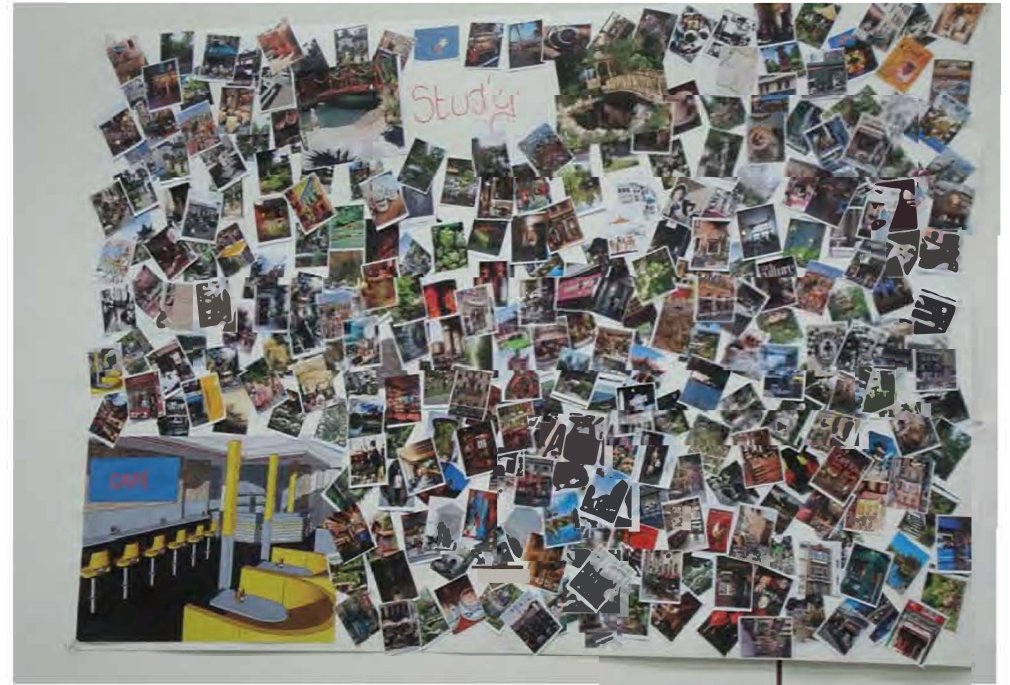
Photographs Group B





Appendix III

Photographs Group C



Appendix IV

Photographs Group D





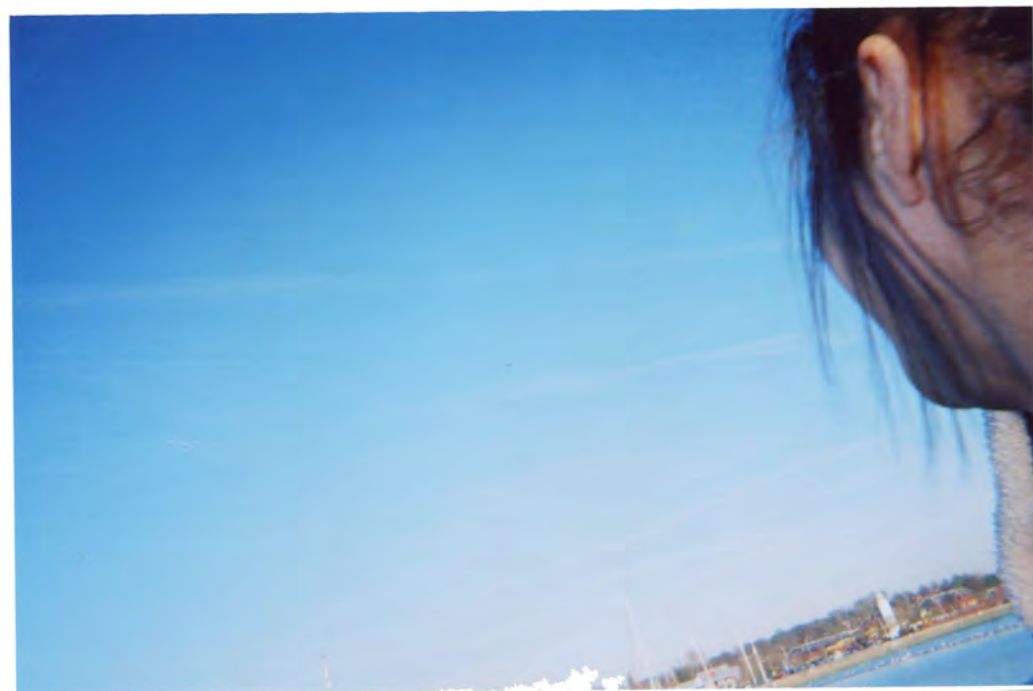














REGENERATION IDEAS

THEATRE ✓

Cinema - keep but better ✓

Boats - to better use ✓

Water wall ✓

Big Shopping centre - visitors ✓

"Lighthouse" ✓

Easy access - water taxi ✓

Cycle path ✓

Tour

BOAT MUSEUM ✓

Aquarium ✓

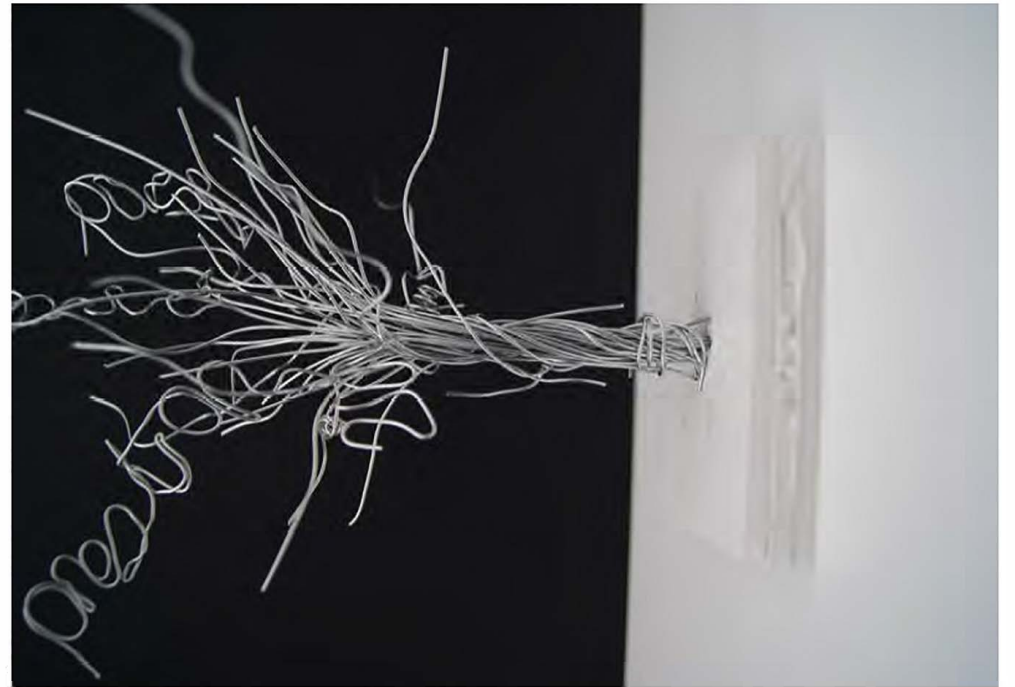
Housing



Appendix V

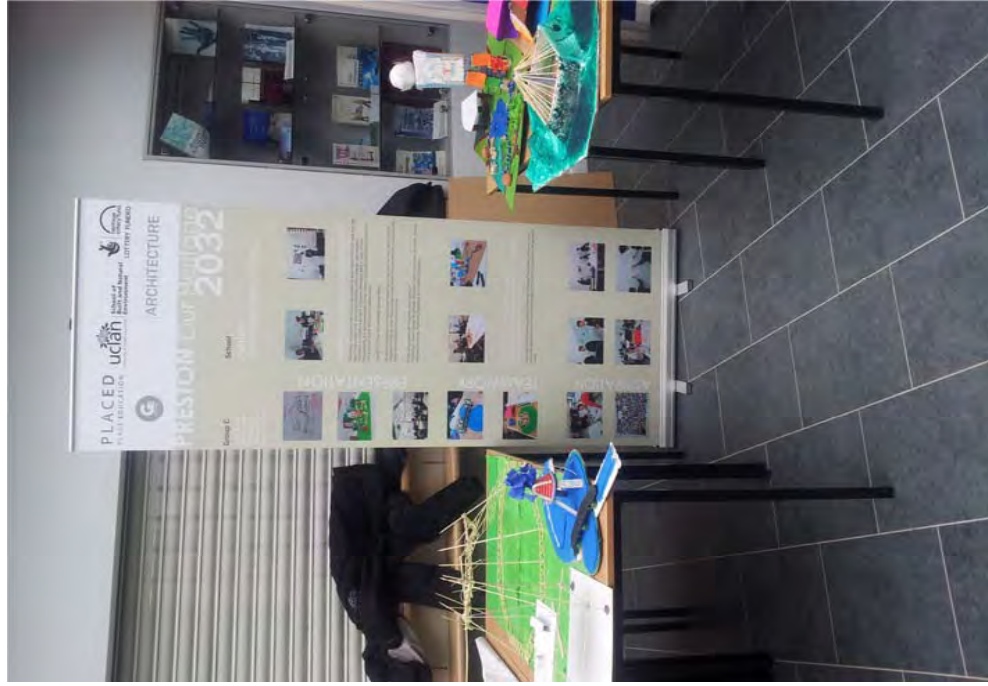
Photographs Group E





Appendix VI

Photographs History Festival







Appendix VII

Photographs Shopping Precinct Exhibition











ARCHITECTURE

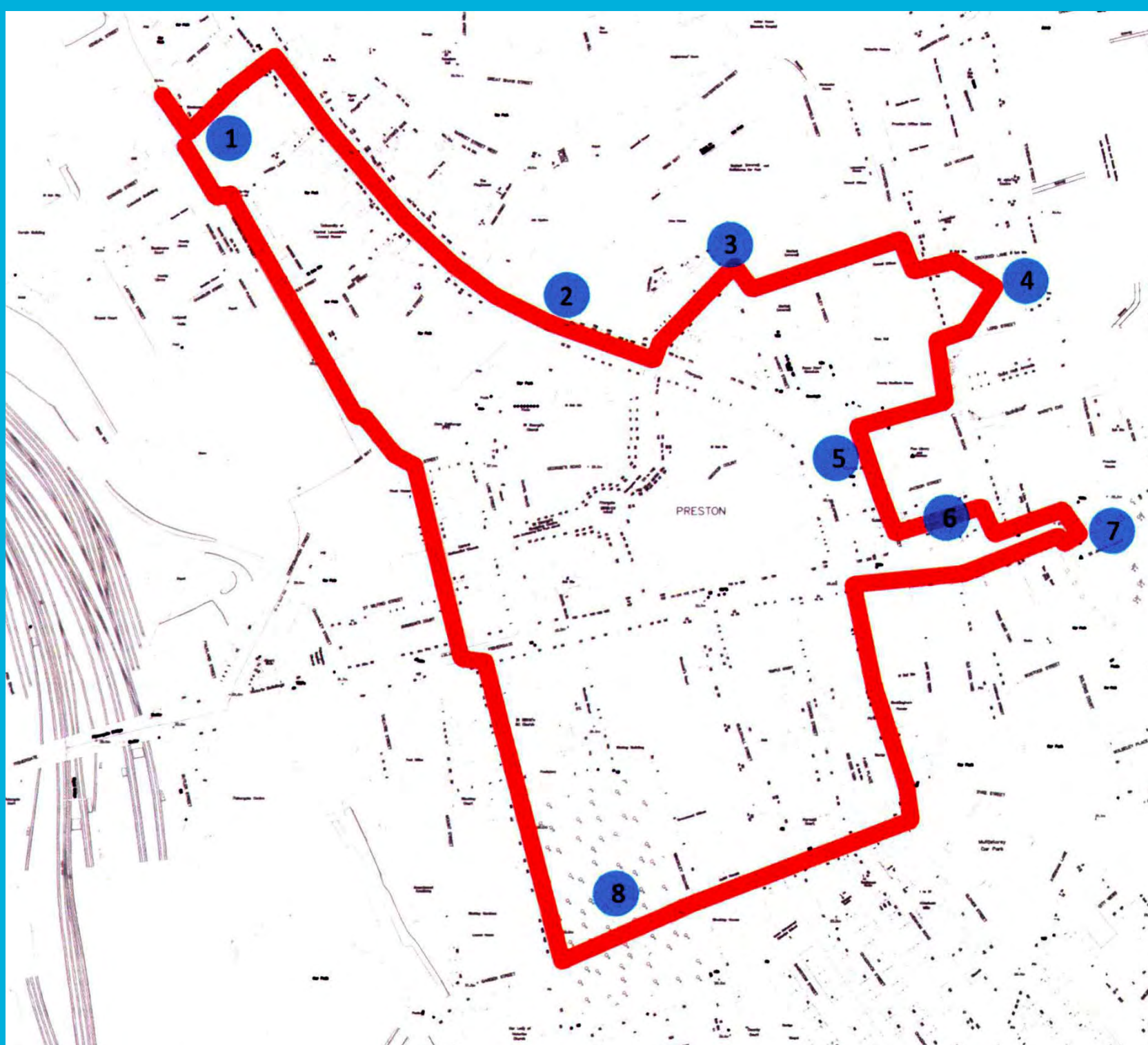
PRESTON Our Heritage 2032

Group A

Carl Follon
Matt Thomas
Adam Wenmouth
Scott Winter

School

Priory
Sports & Technology College



Uclan students were asked to provide workshops to year 9 pupils from the preston area, on the subject of heritage, to result in the creation of temporary installations relating to the Guild celebrations. In the workshops, pupils were asked to explore their current heritage and discuss how they could improve the city to better reflect the traditions, heritage and values of Preston for the next Guild in 2032.

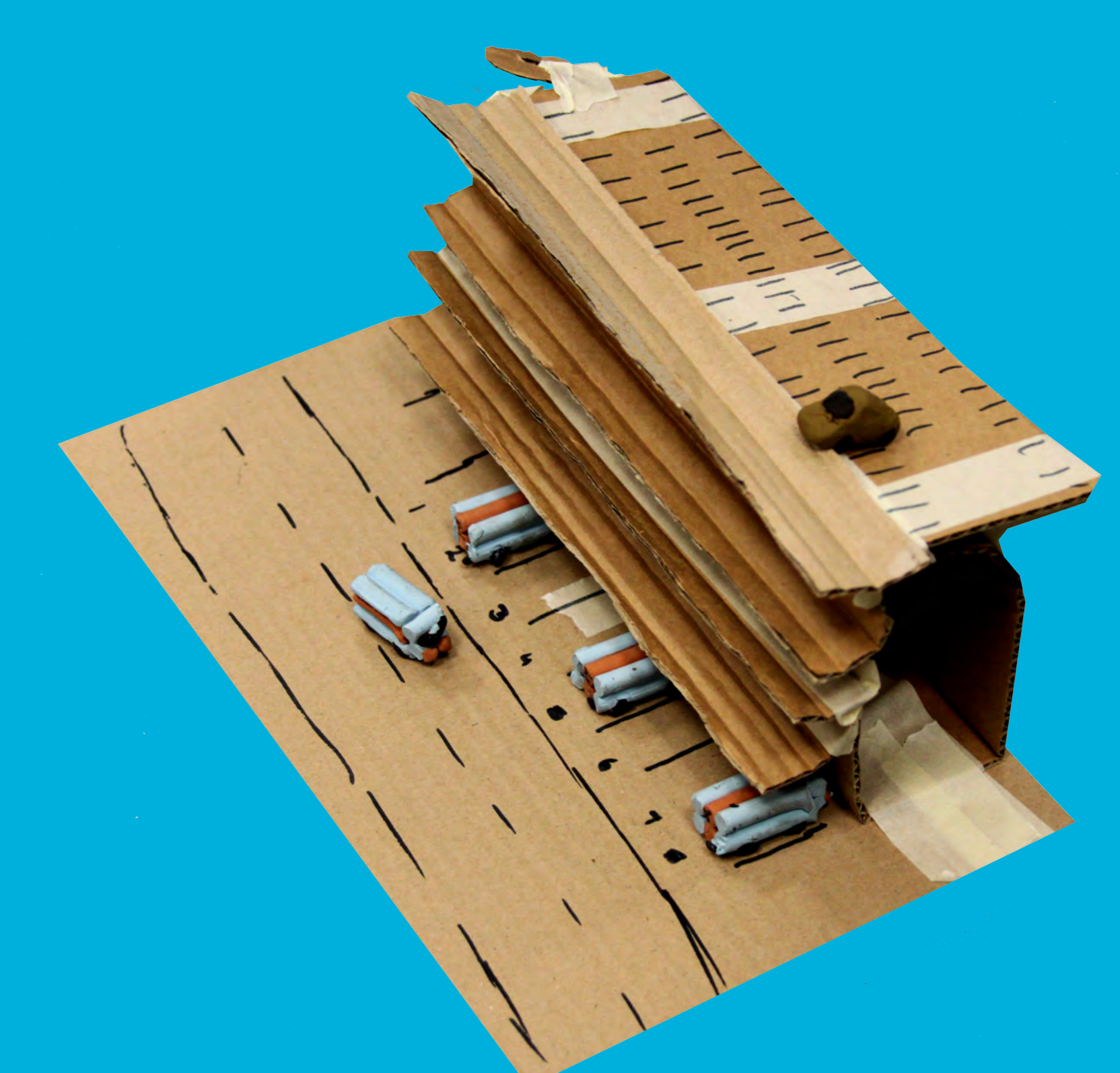


"Making the models was really fun."

"I mostly enjoyed finding out about the buildings and places..."

"I enjoyed the designing aspects of the day."

"I found it interesting and now look at Preston in a different way."





ARCHITECTURE

PRESTON Our Heritage 2032

Group B

Josh Allington
Joe Cook
Martin Quint
Keith Tasker

School

Moor Park
High School



INITIAL BRIEF

In the first workshop, we collaborated with a liaison from our selected school. In this meeting we discussed a number of ideas and queries regarding the students and their learning environment. From legal requirements such as Health & Safety to knowing the facilities which were available to help us produce the workshops.

Our ideas derived from the diverse student heritage of the school, the centenary of the stain glass window and the schools drive towards a historical approach. From this meeting and on receipt of the brief, we started to develop our plans for the future workshops.



WORKSHOPS

1

Workshop one consisted of introducing the students to the idea architecture using several different mediums such as sketching and modelling. After a trip through Moor Park each group was asked to analyse a site and then think of how they could create a better space to include new features. Working within their group they had to brainstorm and decide which ideas to keep once a decision was made they had to work as a team to model their new site.

Learning outcomes:
To help the students work as part of a team in order to making decisions efficiently and effectively and also to take initial concepts and make decisions to whether or not they would be relevant. The students were encouraged to use a variety of mediums in order to convey their design ideas.



2

Workshop two consisted of researching the history of Preston guild and then the students then gave their interpretation of this information which was initially sketched and then, as part of a group, modelled to create a 3d layered window which gives an insight to previous guilds and the events which occurred.

Learning outcomes:
Again the students were placed in a group environment in order to promote team work however the groups were re-arranged to get the students used to working well with people they may not be familiar with so their communication skills would improve. Also in this working the students had to research heritage and then sketch and model ideas based on this information gathered.



3

In workshop three the students now applied their visions of the future to create a panel each which when placed together built up a modern interpretation of the historic stained glass window which is located within their school.

Learning outcomes:
Rather than work in groups like in previous workshops we promoted the students to work independently and convey their own ideas in order to create their own panel for the window.



4

In the fourth workshop the aim was to establish a form for a pavilion which was to house the work created in the previous workshops. The idea was that the pavilion was to be movable and in the theme of the previous work allowing it to fit in to the guild of the future, as per the window designed as per workshop three.

Learning outcomes:
In this workshop the students were inspired to design something which would be constructed. This drove them to work hard and they enjoyed the prospect of seeing the final design. All the students gave positive feedback and was a good way to finish.



PAVILION

The design for the pavilion has been established through the interpretation of the concepts provided by the students in the fourth workshop. These concepts have been analysed, taking into account the pros and cons from each design, allowing for the final design to compile all of the aesthetics and special qualities provided in the students designs. From this in-depth analysis the form (a rotated square) provided all of the elements provided by the student in a coherent and architectural manner.



JOSH ALLINGTON



MARTIN QUINT



KEITH TASKER



JOE COOK





ARCHITECTURE

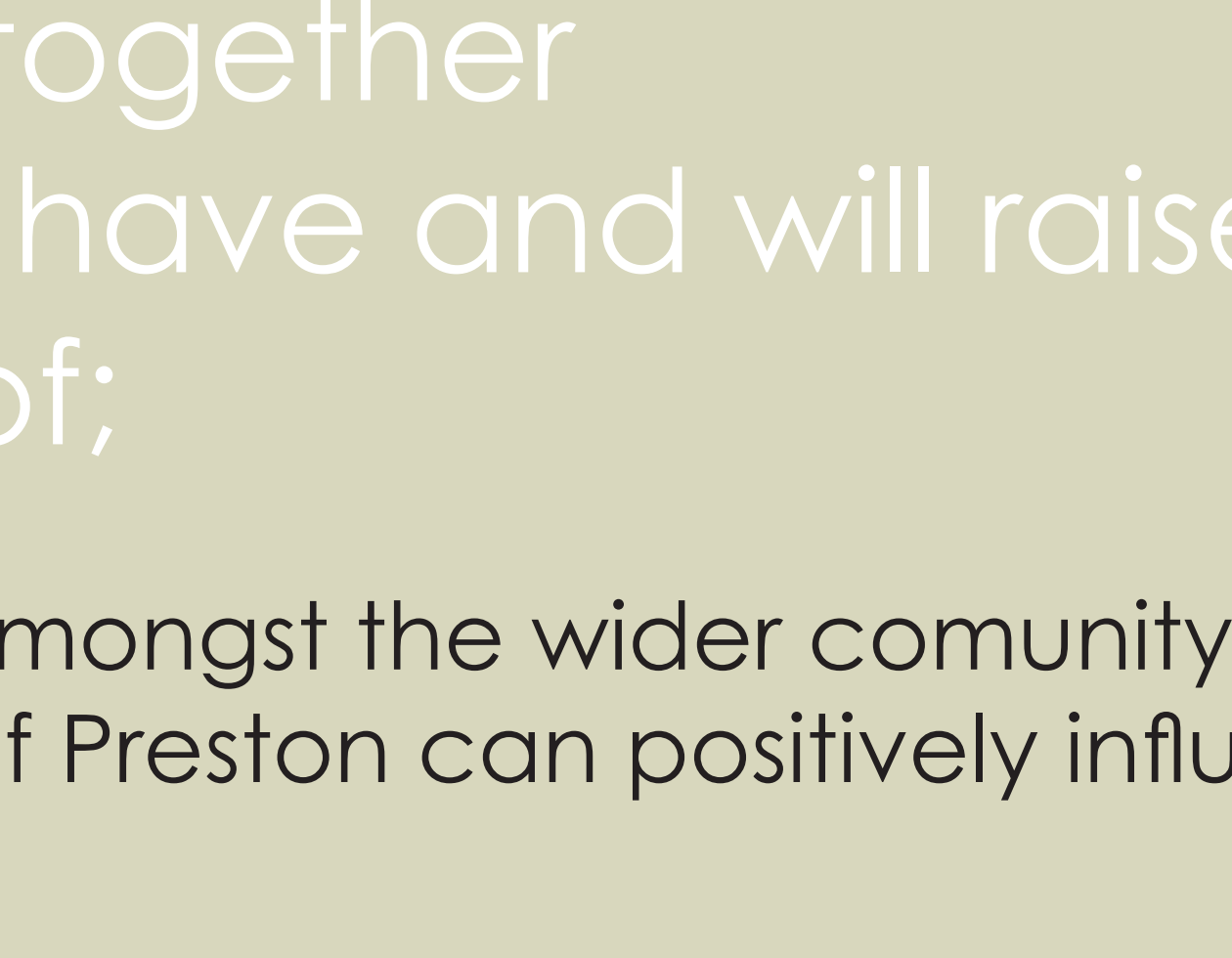
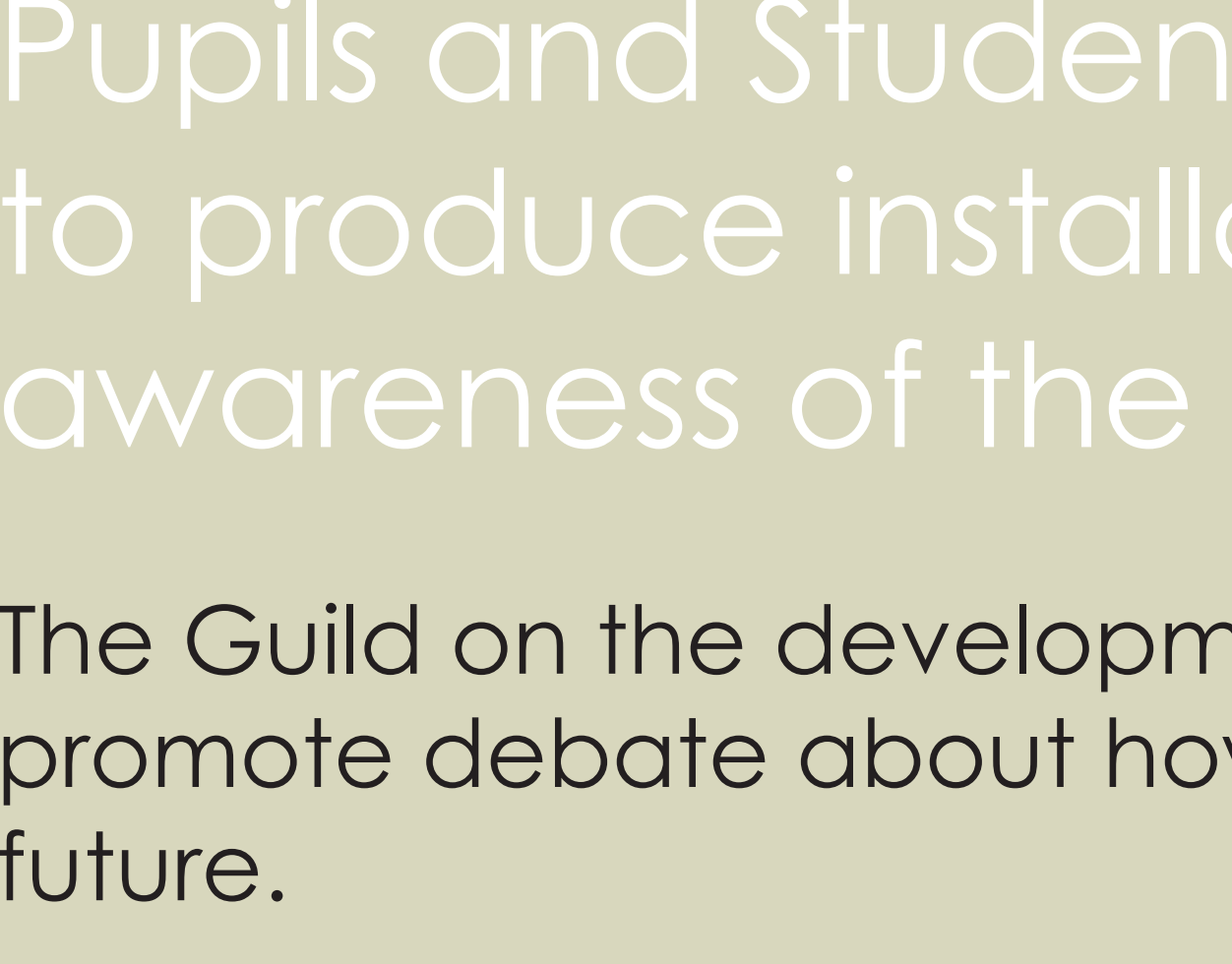
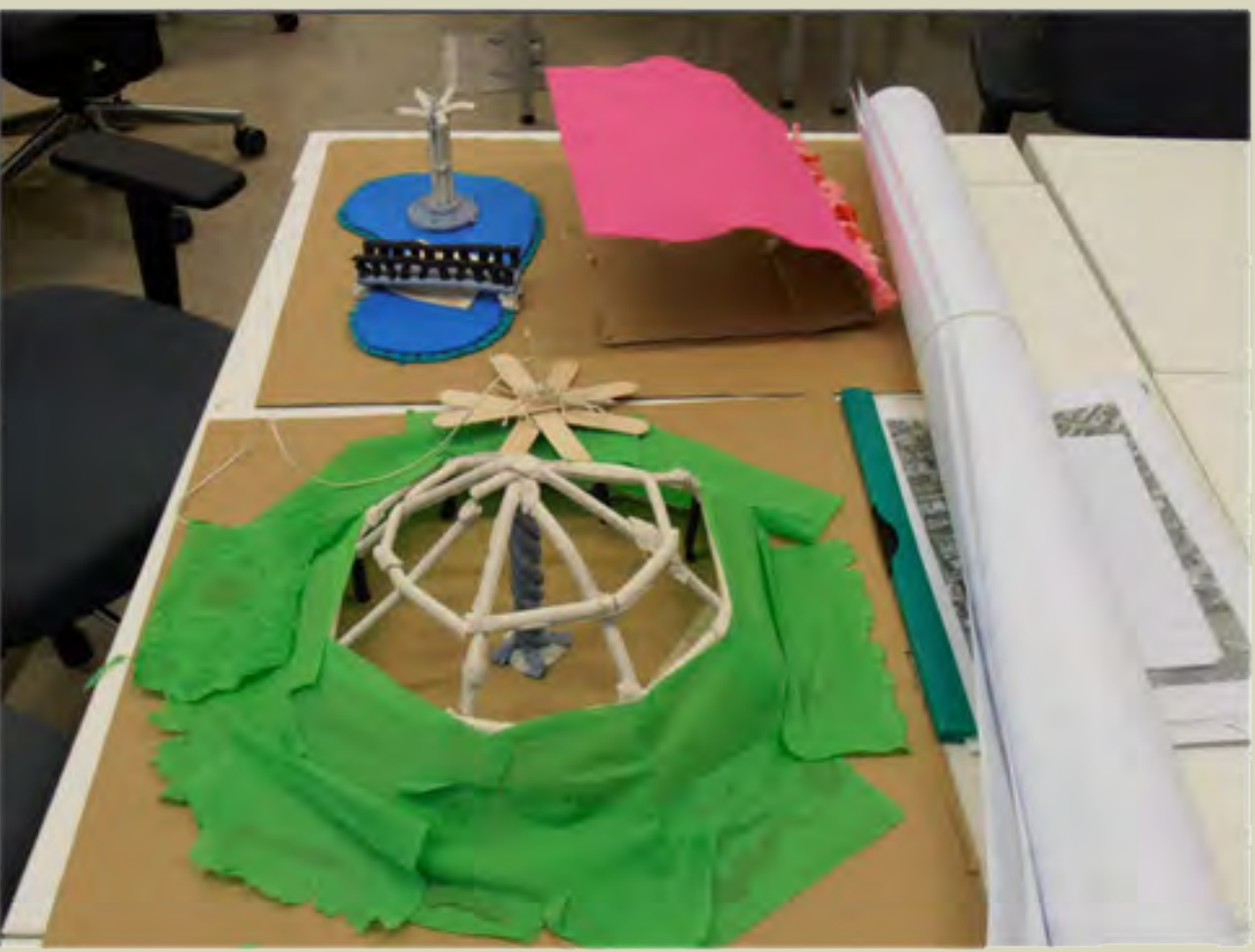
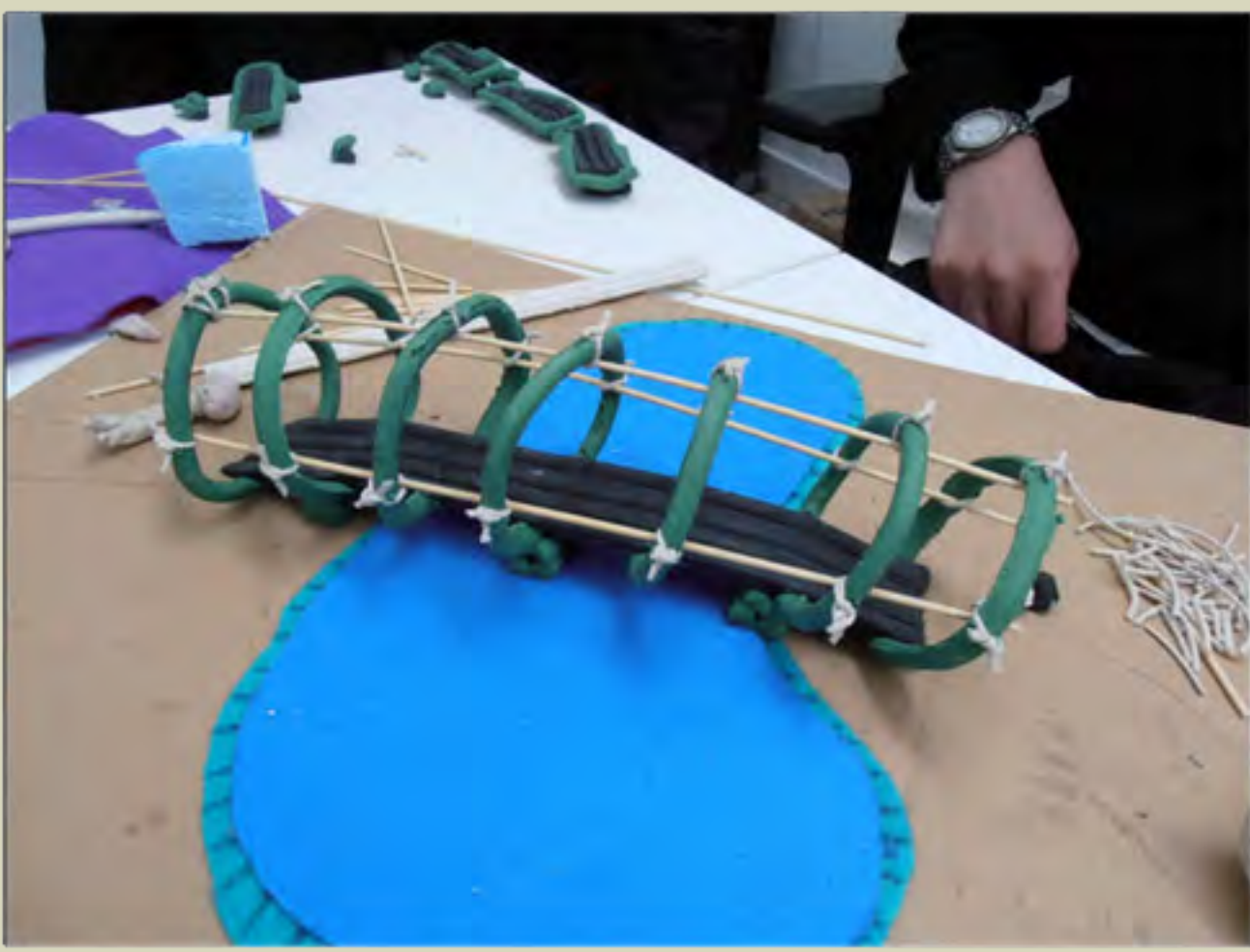
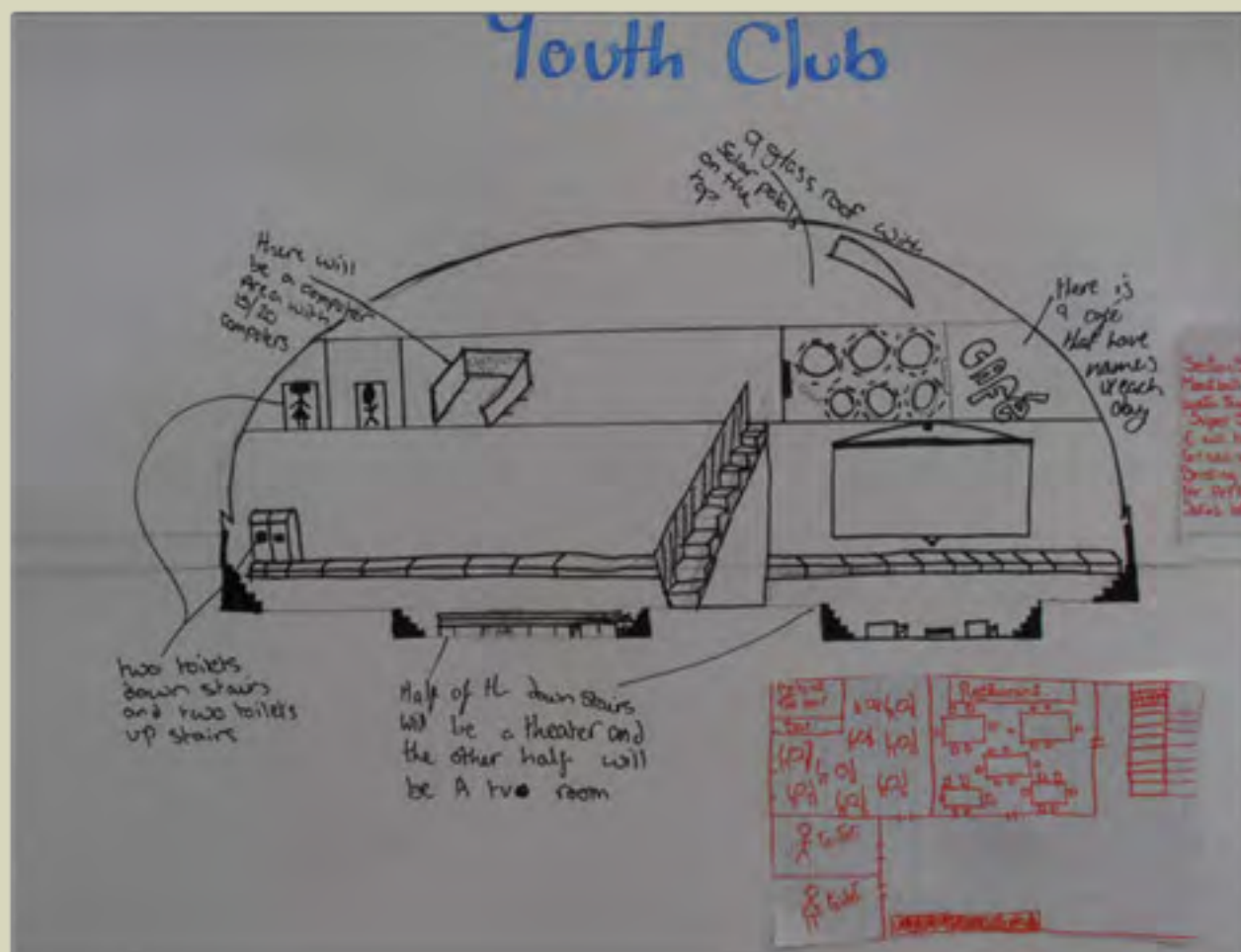
PRESTON Our Heritage 2032

Group C

Ali Ahmed
Fahim Adam
Sohail Musa
Minal Jaiswar
Ami Upadhyay

School

Ashton
Community Science College



PRESENTATION

TEAMWORK

ASPIRATION

INSPIRING PEOPLE ABOUT THE BUILT ENVIRONMENT

Providing an opportunity for young people to learn about Preston, and why design is important, with the understanding of how places are created. Architectural Workshops for 8-10 pupils attending Ashton high school Emphasising the achievements of the cultural and built heritage of preston in the lead up to the 2012 Guild Celebrations

Group C Chose the Winckley Square Area

Students explored how their design improve in the time for the next Guild celebration in 2032 in order to provoke a reaction as to how the city could be positively trasnformed in the near future

Pupils engaged with the roles and views of Architects, Urban Design Engineers, Planners, Uclan Teachers, Students, Young People, Surveyors, Builders, Designers and Interior Designers

Pupils and Students worked together to produce installations that have and will raise awareness of the influence of;

The Guild on the development of Preston amongst the wider comunity, and promote debate about how the heritage of Preston can positively influence its future.



ARCHITECTURE

PRESTON Our Heritage 2032

Group D

Laura Gouk
Emma Mcquillan
Mark Osten
Anna Tindall

School

Fulwood
High School & Arts College



The aim of the project was to focus on the history of Preston, and the built and cultural heritage for the 2012 Preston Guild celebrations. This was done through working with secondary schools to design an item that would encapsulate the whole spirit of the Guild relating to traditions and values and explore how the Preston area could have developed on an urban scale by the next Guild in 2032.

Our allocated school was Fulwood Academy, and they specified that the main curriculum focus was history and that photography could also be engaged. 10 pupils were chosen to participate in designing the installation and it was suggested that they designed a museum piece based on the local history of Preston that they had been learning about in school during the past term.

The main focus was to look at Preston's Dock and the students designed and proposed ideas that they wished to see at the Docks. To create these ideas we did numerous activities looking at worldwide and local docks.

We visited the Docks, and the pupils took photographs of disposable cameras highlighting features they would like to keep, remove or change to encourage their responses and thoughts about possible redevelopment to the area.

The pupils proposed very individual ideas for the docks and this was explored through collage media and 3D models as seen in the canvases. Their ideas were to create a purpose to going the Docks through building more entertainment there, such as an ice rink, a new cinema and theatre. To clean up the area to allow for water sports. To redevelop the housing in the area for family accommodation and business people that is more suited to the Docks.

To display our work we wanted to create a final piece that creates a link to the past, as well as the present and future. One idea we developed was to create a time capsule.

Coincidentally Fulwood Academy had created a time capsule 10 years ago, this was opened in one of our workshops to reveal the items that were sealed in the container. These were explored in the workshop. This also gave possible ideas of what to include in the our time capsule. The pupils were then asked to design the time capsule in relation to two words from two different lists of time and style. These were: past and sculpture, present and underground, and future and multi- sided decorated box.

In the end we have three different time capsules reflecting the past, present and future.

The Gramophone reflects the past:
Images and dates from the previous Guilds have been concealed behind a Gramophone silhouette set on a box with images taken from the pupils over the course of the workshops. Within this box we wish that the items from the old Fulwood Academy time capsule will be placed inside.

The Disc relates to the present:
The pupils designed a mosaic pattern that they think reflects everyday life for them. Photographs were taken of items that they use day to day, such as: their school uniform showing the different school houses, mobiles, MP3s, cameras, train tickets, shoes and sweet wrappers. These would be placed inside the capsule as the pupils believe that these items will also have changed before the next Preston Guild.

The Metal P is for the future:
This will contain the Preston dock collages seen in the display to how they would like the Preston docks to have redeveloped by 2032. We wish that this time capsule after the Guild will be displayed at Fulwood Academy, until it is opened at the 2032 Guild.





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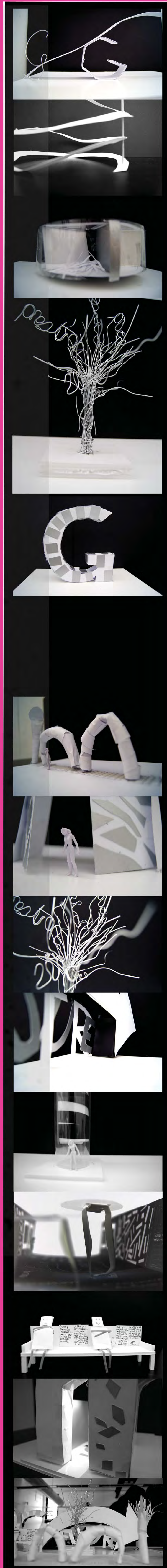
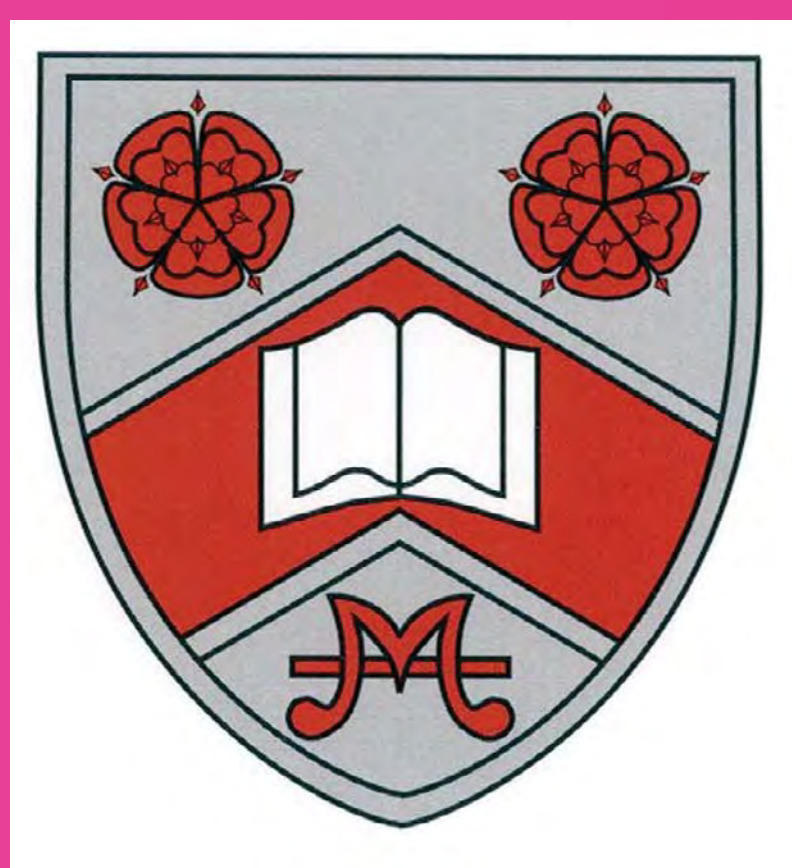
Group E

Zahra Ismael
Sylwia Mazurek
Dorota Moskal
Sibu Nasir

School

Penwortham
Girl's High School

A.S.U



This projects aim was to focus on the cultural and built heritage of Preston, especially in relation to the guild, in the lead up to the 2012 celebrations. The Guild over its 800 years has had a strong influence on the development of Preston as a thriving and important market town and Lancashire city. This project will look to examine how the architecture and the urban design of key areas within the city have been influenced by the cultural traditions and makeup of the Guild.

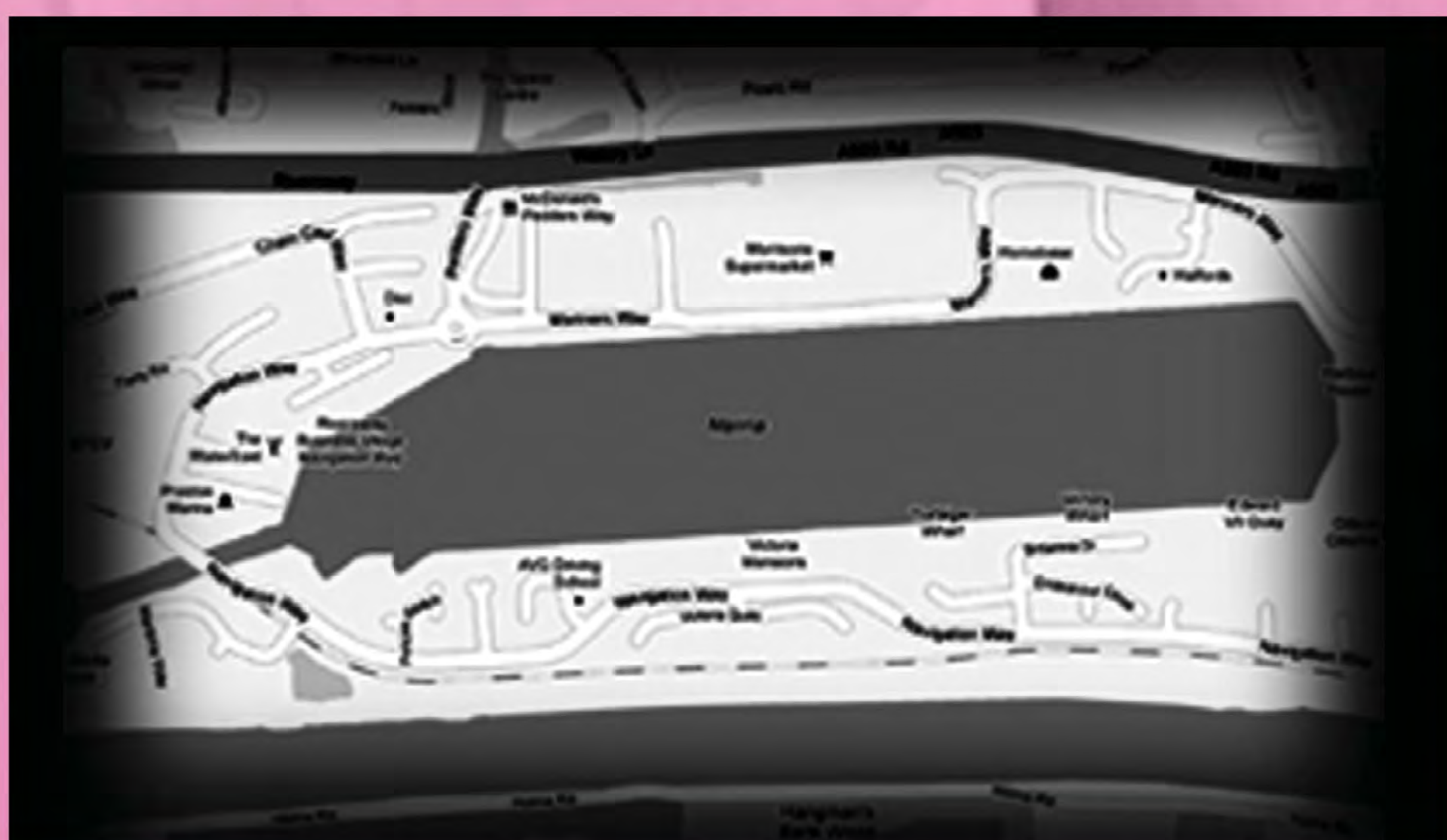
We as students worked with the pupils from the local secondary school, Penwortham Girls High School, to engage them in the heritage of their own city through diverse spaces, considering how the past would influence their design.

The celebrations of the Guild will be linked to this project in which the students will be involved taking part in a series of creative, student designed and led workshops that explore issues of heritage and the built environment. As a result the pupils will create a temporary installation which will be located and exhibited on a specific site in Preston.



Site

Preston Docks... to chose potential location for installation



Concept

Past.....

Present.....

Future.....



Final product

The final product consists of a big clear perspex box holding each students small scaled installation placed on a shelf at different levels. The base of the box consists of a map of the Preston Docks, showing where each installation would potentially be located. Along with this we have also produced a book dedicating a page per student to show their design procees and experience of the workshops

....I really enjoyed the architecture workshop because the students were really helpful and friendly. I learned alot of new drawing techniques and how much pre production work goes into the buildings. I would definitely do it again.
Muniba Dalal

.....I thought the workshop was well lead and I enjoyed each session. I thought it was educational and fun. I enjoyed making models and working with the students.
Kira Darbyshire

....I really enjoyed taking part in the workshops, and I learnt lots about architecture and what kind of things architects have to think about. It was fun making models and thinking of concepts. It was also interesting learning about more of Prestons past.
Olivia Aimee Chohan

....I enjoyed the workshop, it was fun and I enjoyed being part of it. I could let my imagination and creativity go into my work. It was really good and different.
Danielle Rayton

.....I think the workshop was fun and I enjoyed it. It helped me be more confident in designing things.
Kate Ball

.....I really enjoyed the workshops. They were fun, different and creative. I enjoyed making models and visit to the Docks.
Jaimee-Lee Holmes

....I enjoyed this workshop because it has given me the oppurtunity to express what I feel would be a good installation and how they would look and work.
Kira-Nerys Johnson

...I thought the workshop was very interesting, and I would do it again. It was a very educational experience and I have learnt alot about architecture.
Sarah Gowdy

....I thought that the workshop was really interesting and well organised. I would do it again because I learnt alot about architecture.
Rachel Massey

.....I really enjoyed being part of this project because it was a great opportunity to use the architectural facilities at UCLan and I enjoyed being creative.
Georgina Newcombe

.....I really enjoyed the architecture workshop because it was fun to do and something different. I learnt many new things such as drawing techniques and what architects do. I would love to do it again.
Mari Yam Lalat

....I thought the workshop was interesting, enjoyable and informative. I really loved designing the installations and learnt loads about architecture and designing things.
Ruby Long

PAST
PRESENT
FUTURE