

Proformance+ Webinar 
Sustainability in Higher Education

HERSUS:

Enhancing of Heritage Awareness and Sustainability of Built Environment in Architectural and Urban Design Higher Education

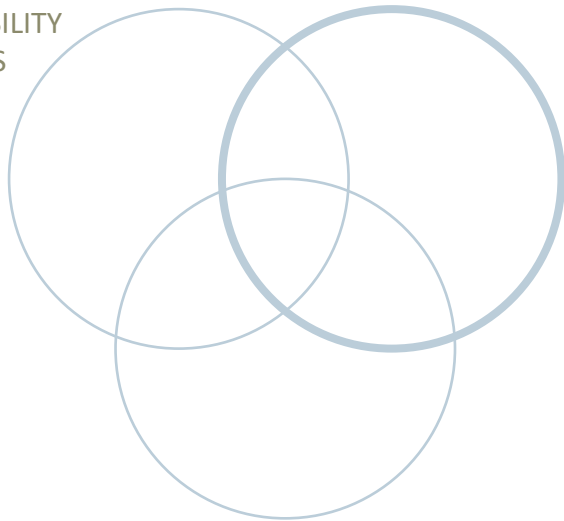


Funding Program – General Information

Erasmus + 2014-2020

Erasmus + 2021-2027

KEY ACTION 1:
LEARNING MOBILITY
OF INDIVIDUALS



KEY ACTION 3:
SUPPORT TO POLICY
DEVELOPMENT AND
COOPERATION

KEY ACTION 2:
COOPERATION
AMONG
ORGANISATIONS
AND
INSTITUTIONS



HERSUS
is there



Partnerships for
Excellence

Partnerships for
Innovation

Partnerships for
Cooperation

Capacity
Building






HERSUS Consortium




HERSUS Thematic Priorities

SUSTAINABLE DEVELOPMENT GOALS




European Green Deal

promotes a commitment to tackling climate and environmental-related challenges



Renovation Wave for Europe

an essential instrument for Europe to become climate neutral by 2050

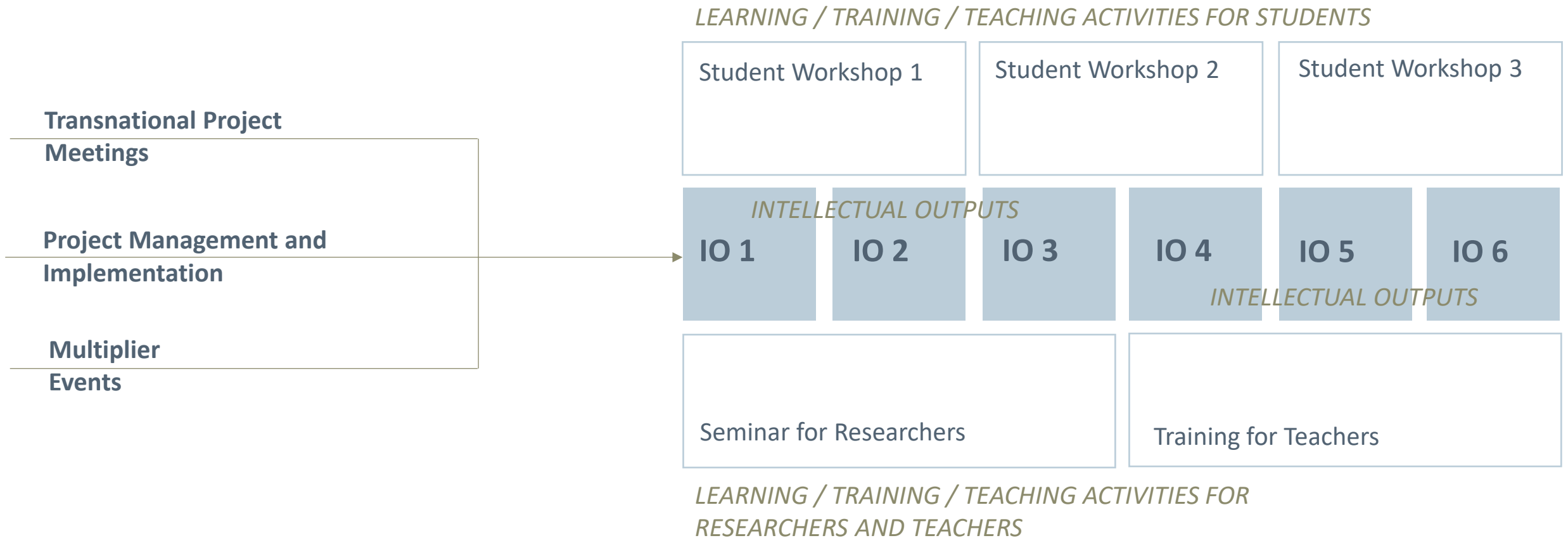


New European Bauhaus

expresses the EU's ambition of creating 'beautiful, sustainable, and inclusive places, products and ways of living'



HERSUS Project Design



Intellectual Outputs

1	2	3	4	5	6
Studies / analysis – Best practice guidelines / report	Studies / analysis – Questionnaire development and survey implementation	Methodologies / guidelines – Pedagogical strategy	Open / online / digital education	Course / curriculum – Design and development	Learning / teaching / training material – Manual / handbook / guidance material
February 2021	May 2021	September 2021	Development during project lifetime	March 2023	May 2023



Review
of the Best Practices on
Educating Sustainability
and Heritage

101

www.hersus.org
Lead by UCY

Questionnaire
for the State-of-the-Art

102

www.hersus.org
Lead by AUTH

Statements
for Teaching through Design
for Sustainability of the
Built Environment and
Heritage Awareness

103

www.hersus.org
Lead by UB-FA

**HERSUS
Sharing
Platform**

104

www.hersus.org
Lead by IUAV

Book
of courses

105

www.hersus.org
Lead by UB-FA

**International
handbook**
for students on Research
and Design for the
Sustainability of Heritage

106

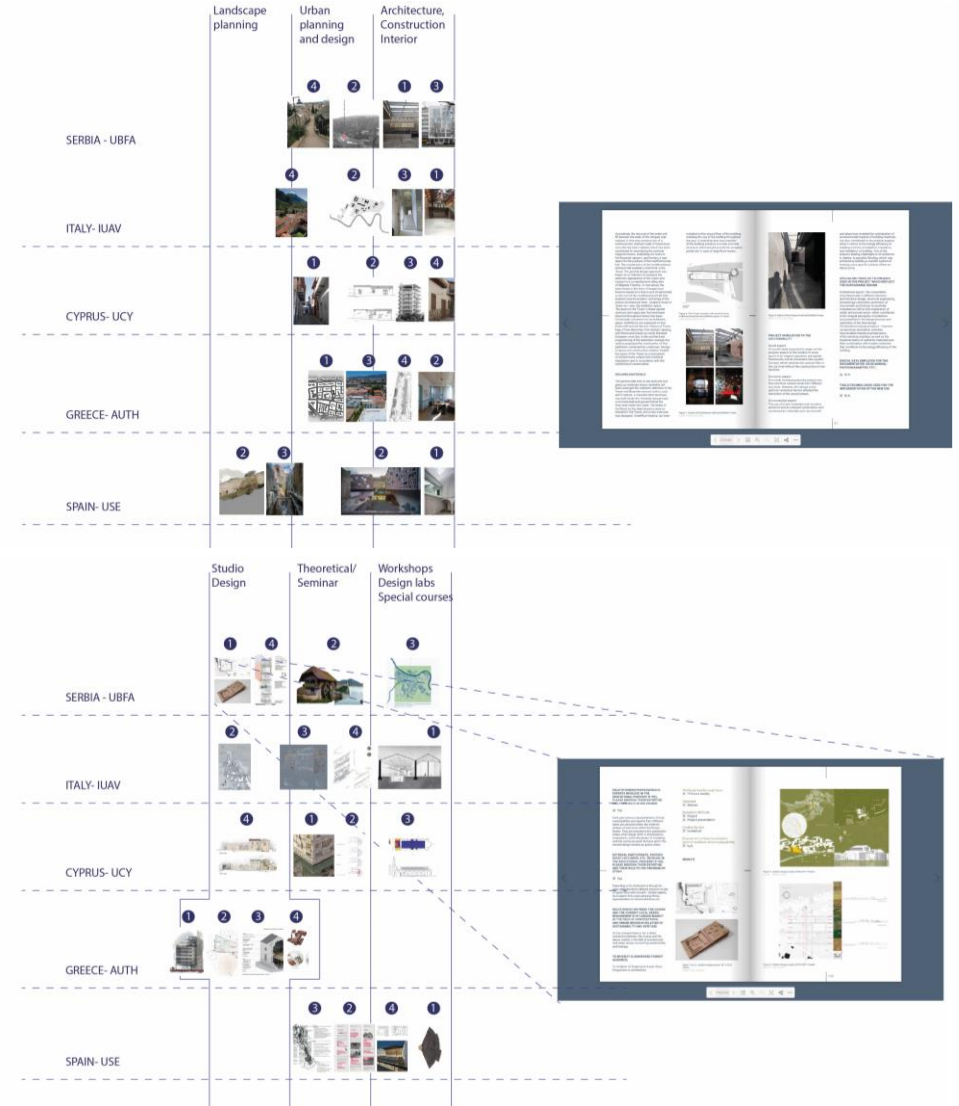
www.hersus.org
Lead by USE

IO-1 Review

Best Practices on Educating Sustainability and Heritage



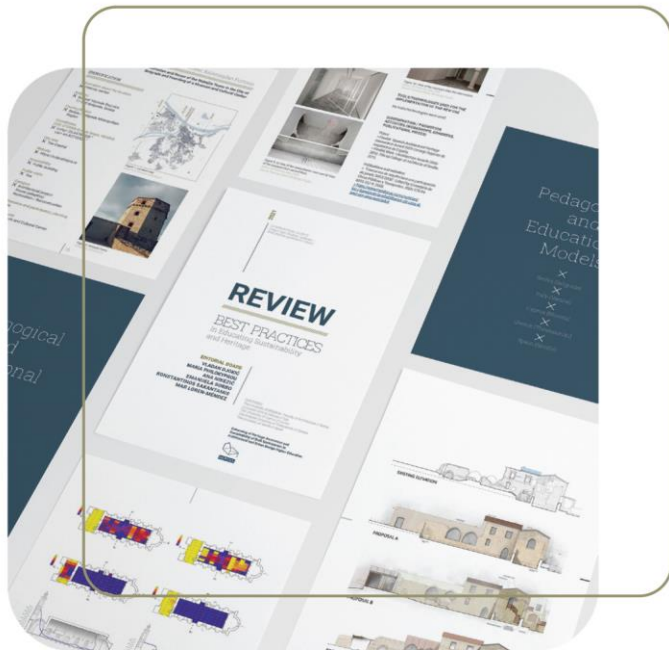
built projects
pedagogical models
policy framework



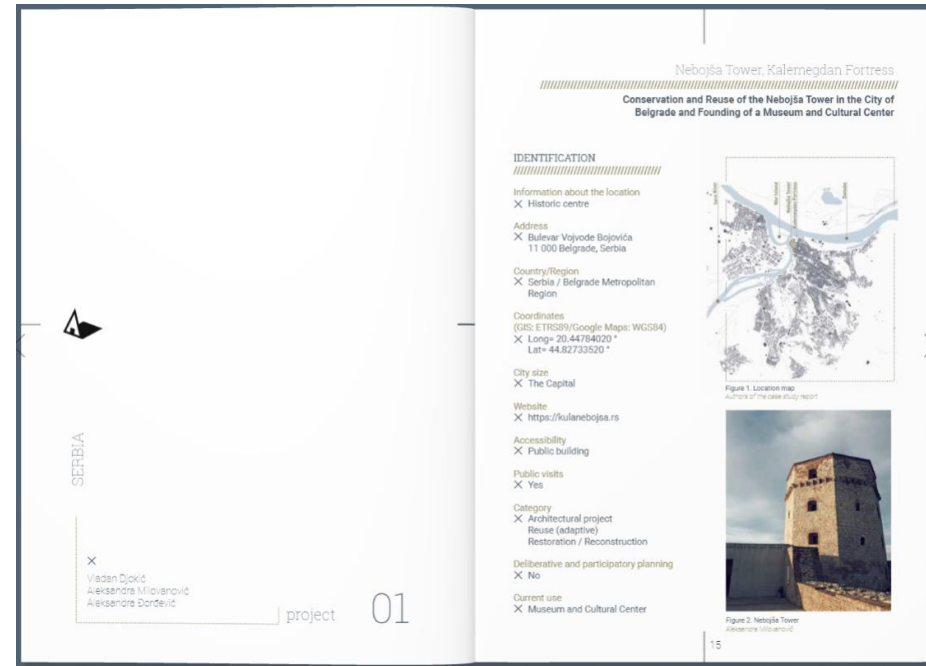
IO-1

Review

Best Practices on Educating Sustainability and Heritage



built projects
pedagogical models
policy framework



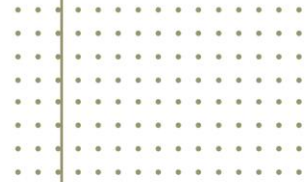
[LINK](#)



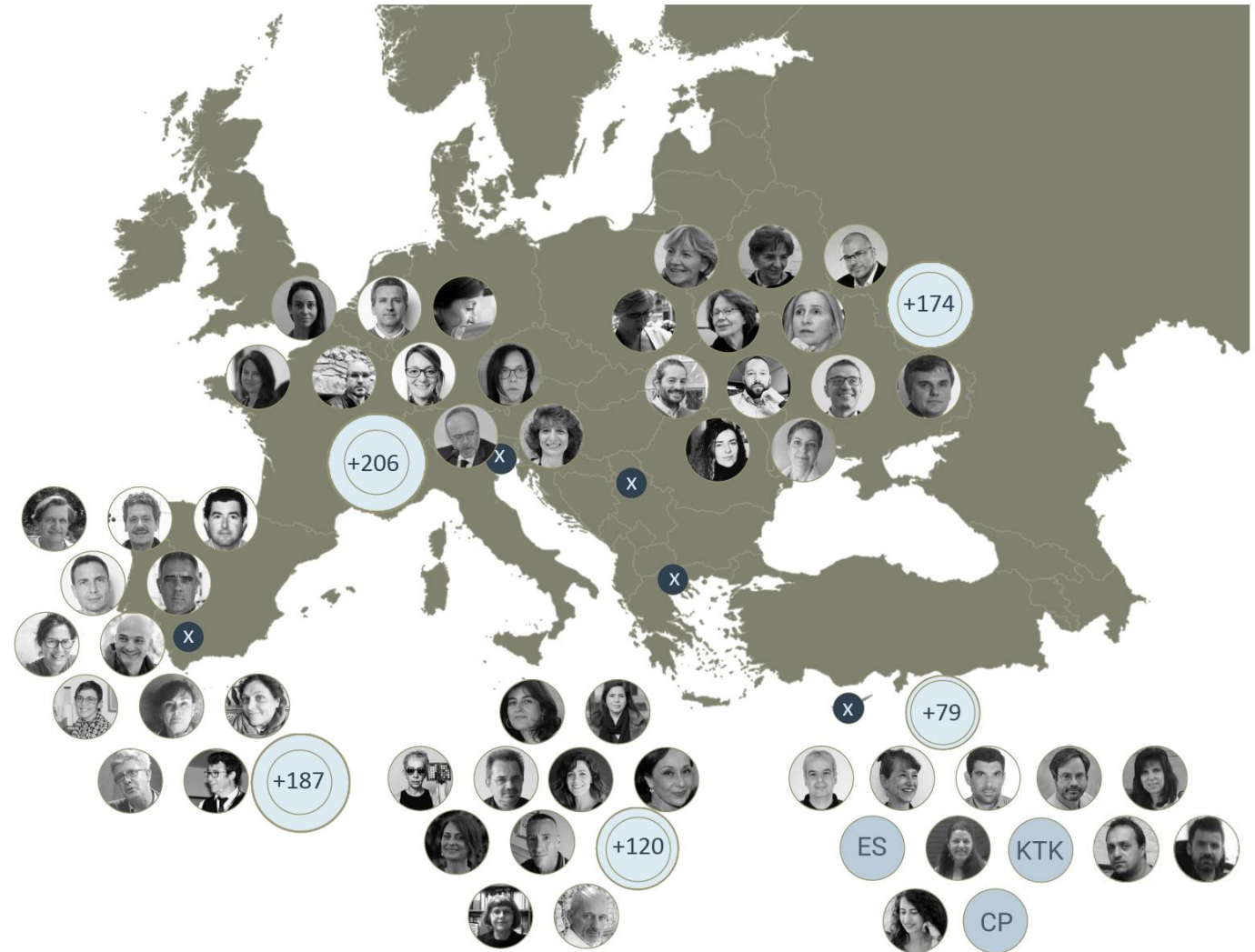
IO-2

Study

Questionnaire for the State-of-the-art



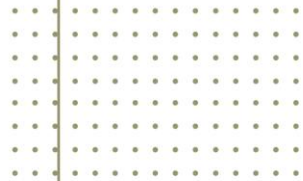
**skills
competences
employability**



IO-2

Study

Questionnaire for the State-of-the-art



skills
competences
employability



[LINK](#)



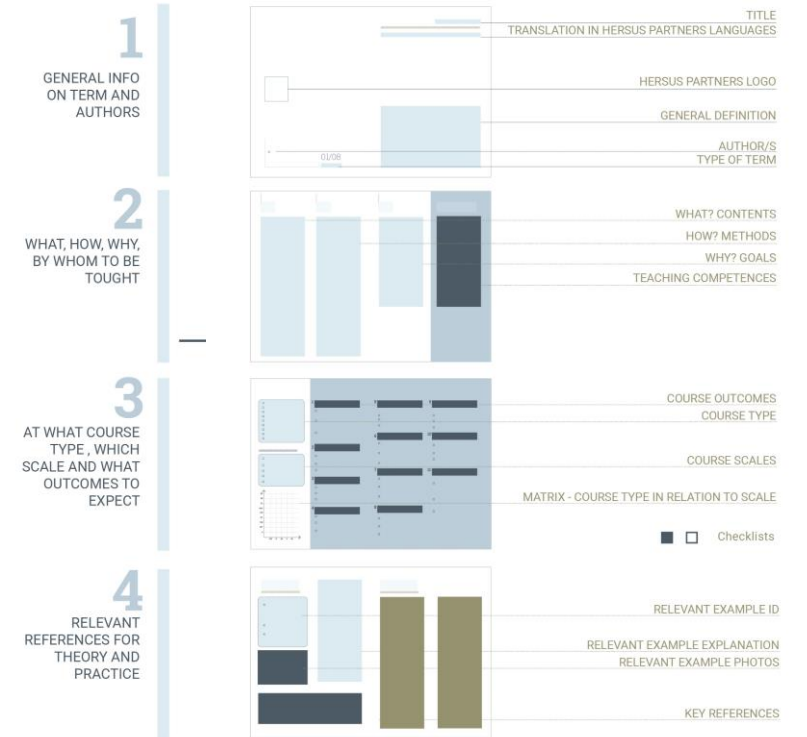
IO-3 Statements

for Teaching through Design for Sustainability of the Built Environment and Heritage Awareness



notions
heritage types
design approaches
design actions
design tools

HOW TO READ HERSUS VADEMECUM STATEMENTS



IO-3

Statements

for Teaching through Design for Sustainability of the Built Environment and Heritage Awareness



notions
heritage types
design approaches
design actions
design tools

COURSE TYPE	LEARNING OUTCOMES
<input type="checkbox"/> Design Studio (DS) <input checked="" type="checkbox"/> Intensive Workshop (IW) <input checked="" type="checkbox"/> Theory Course (TC) <input checked="" type="checkbox"/> Seminar (short comprehensive) (SSC) <input checked="" type="checkbox"/> Laboratory work (LW) <input checked="" type="checkbox"/> Research Thesis (RT) <input checked="" type="checkbox"/> Field work (FW) <input checked="" type="checkbox"/> Internship Practical training (IPT) <input checked="" type="checkbox"/> Other (O)	<ol style="list-style-type: none"> Ability to create architectural designs that satisfy both aesthetic and technical requirements. The student could have the ability to: <ul style="list-style-type: none"> produce and present building design projects of diverse scale, complexity, and type in a variety of contexts, using a range of media, and in response to a brief. understand the constructional and structural systems, the environmental strategies and the regulatory requirements that apply to the design and construction of a complete design project. develop a conceptual and critical approach to architectural design that integrates and satisfies the aesthetic aspects of a building and the technical requirements of its construction and the needs of the user. Adequate knowledge of the histories and theories of architecture and the related arts, technologies and human sciences. The student will have knowledge of: <ul style="list-style-type: none"> the cultural, social and intellectual historical, theories and technologies that influence the design of buildings; the influence of history and theory on the spatial, social, and technological aspects of architecture the application of appropriate theoretical concepts to studio design projects, demonstrating a reflective and critical approach. Knowledge of the fine arts as an influence on the quality of architectural design. The student will have knowledge of: <ul style="list-style-type: none"> how the theories, practices and technologies of the arts influence architectural design; the creative application of the fine arts and their relevance and impact on architecture; the creative application of such work to studio design projects, in terms of their conceptualisation and representation. Adequate knowledge of urban design, planning and the skills involved in the planning process. The student will have knowledge of: <ul style="list-style-type: none"> theories of urban design and the planning of communities; the influence of the design and development of cities, past and present on the contemporary built environment; current planning policy and development control legislation, including social, environmental and economic aspects, and the relevance of these to design development. Understanding of the relationship between people and buildings, and between buildings and their environments, and the need to relate buildings and the spaces between them to human needs and scale. The student will have an understanding of: <ul style="list-style-type: none"> the needs and aspirations of building users; the impact of buildings on the environment, and the products of sustainable design; the way in which buildings fit into their local context. Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors. The student will have an understanding of: <ul style="list-style-type: none"> the nature of professionalism and the duties and responsibilities of architects to clients, building users, constructors, co-professionals and the wider society; the role of the architect within the design team and construction industry, recognising the importance of current methods and trends in the construction of the built environment; the potential impact of building projects on existing and proposed communities. Understanding of the methods of investigation and preparation of the brief for a design project. The student will have an understanding of: <ul style="list-style-type: none"> the need to critically review precedents relevant to the function, organisation and technological strategy of design proposals; the need to appraise and prepare building briefs of diverse scales and types, to define client and user requirements and their appropriateness to site and context; the contributions of architects and co-professionals to the formation of the brief, and the methods of investigation used in its preparation. Understanding of the structural design, constructional and engineering problems associated with building design. The student will have an understanding of: <ul style="list-style-type: none"> the investigation, critical appraisal and selection of alternative structural, constructional and material systems relevant to architectural design; strategies for building construction, and ability to integrate knowledge of structural principles and construction techniques; the physical properties and characteristics of the physical properties and characteristics of building materials, components and systems, and the environmental impact of specification choices. Adequate knowledge of physical problems and technologies and the function of buildings so as to provide them with internal conditions of comfort and protection against the climate. The student will have knowledge of: <ul style="list-style-type: none"> principles associated with designing optimum visual, thermal and acoustic environments; systems for environmental comfort applied within relevant precepts of sustainable design; strategies for building services, and ability to integrate these in a design project. The necessary design skills to meet building users' requirements within the constraints posed by cost factors and building regulations. The student will have the skills to: <ul style="list-style-type: none"> critically examine the financial factors implied in varying building types, constructional systems, and application; understand the cost control mechanisms which operate during the development of a project; prepare designs that will meet building users' requirements and comply with legislation, appropriate performance standards and health and safety requirements. Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning. The student will have knowledge of: <ul style="list-style-type: none"> the fundamental legal, professional and statutory responsibilities of the architect and the organisations, regulations and procedures involved in the regulation and approval of architectural design, including land law, development control, building regulations and health and safety legislation; the professional inter-relationships of individuals and organisations involved in producing and delivering architectural projects, and how these are defined through contractual and organisational structures; the basic management theories and business principles relevant to running both an architect's practice and architectural projects, recognising current and emerging trends in the construction industry.

[LINK](#)





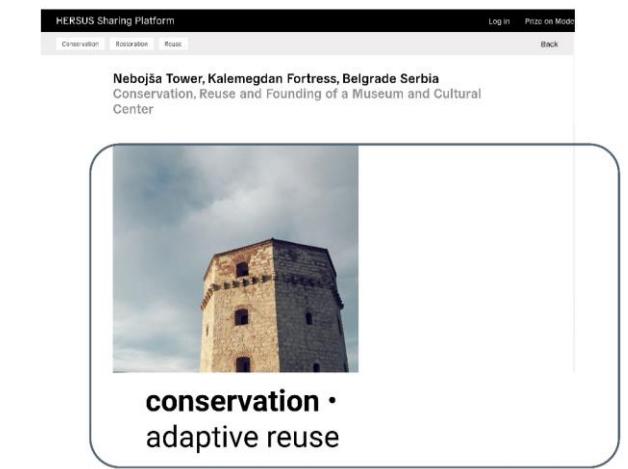
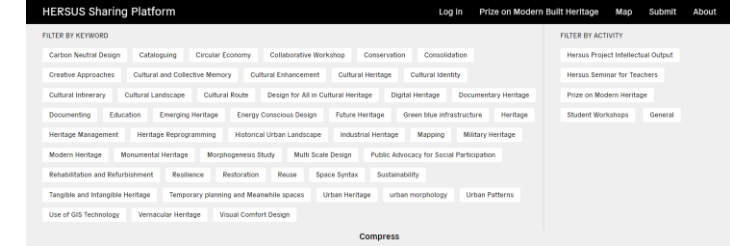
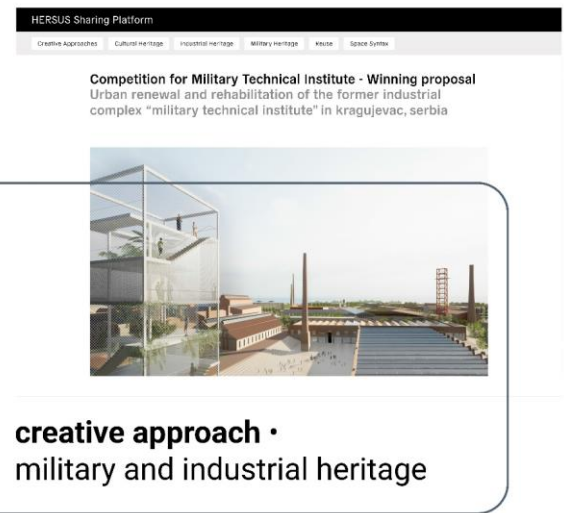
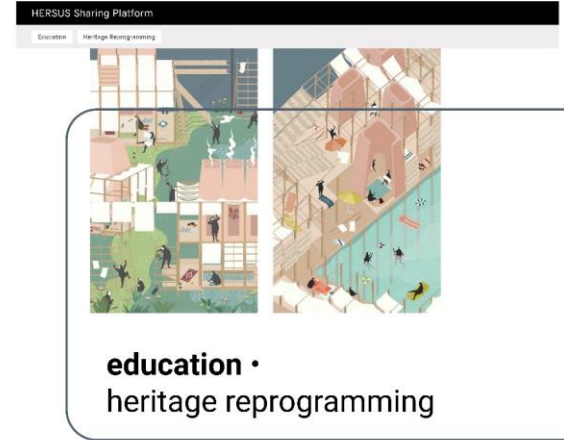
IO-4

Sharing Platform

hersus-sharingplatform.org



digital tool
georeferencing
repository
tag matrix



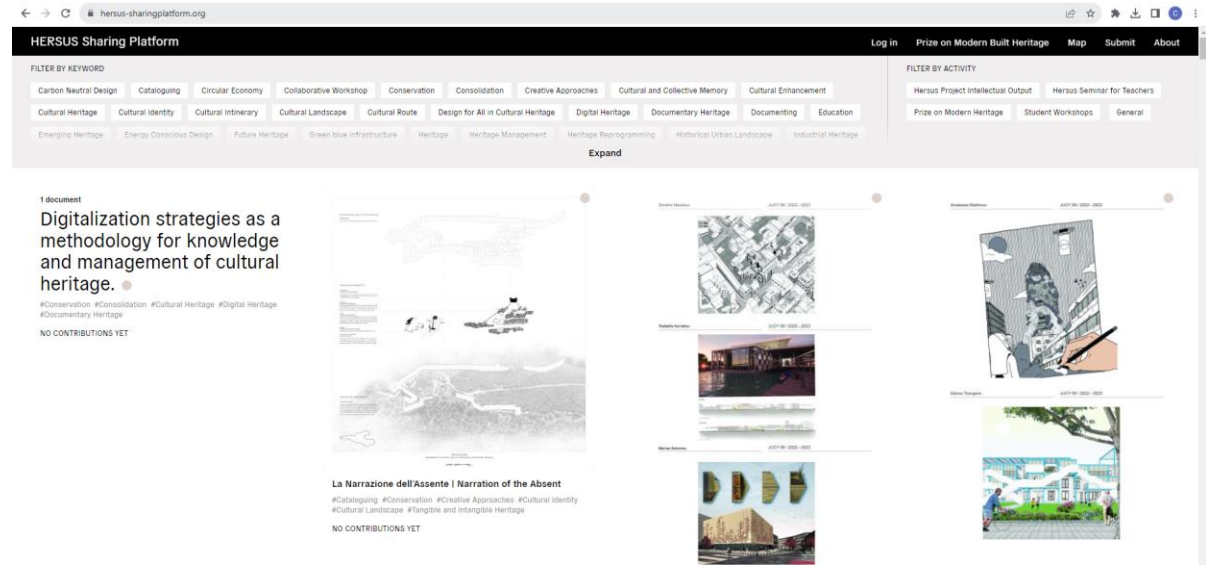
IO-4

Sharing Platform

hersus-sharingplatform.org



digital tool
georeferencing
repository
tag matrix



[LINK](https://hersus-sharingplatform.org)



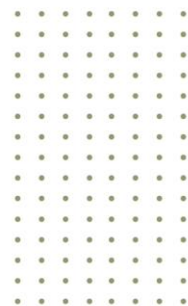
IO-5

Book of Courses

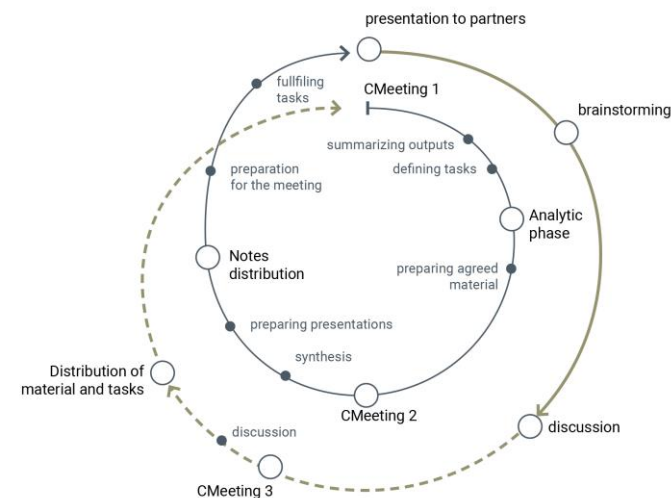
Imagining Program for Sustainability of the Built Environment and Heritage Awareness



fundamentals
electives
design studio
workshops



— preparation phase
— expert group meetings
- - post-expert groups meeting



FIRST SEMESTER: linking heritage and sustainability	+
SECOND SEMESTER: linking heritage, sustainability, and people	+
THIRD SEMESTER: linking heritage, sustainability, people and environment	+
FOURTH SEMESTER : Master thesis project	+

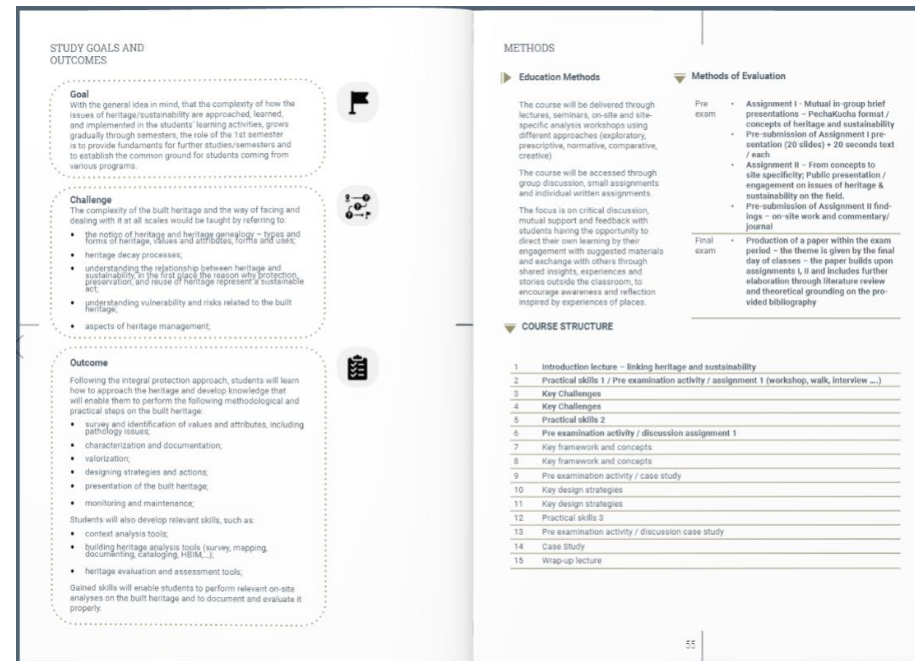
IO-5

Book of Courses

Imagining Program for Sustainability of the Built Environment and Heritage Awareness



fundamentals
electives
design studio
workshops



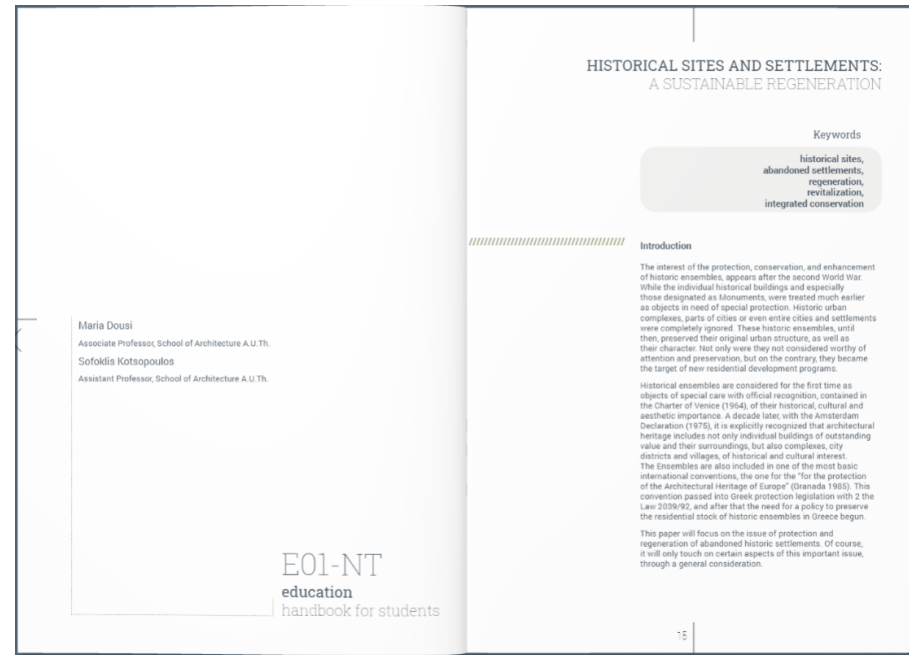
[LINK](#)



IO-6

International Handbook

on Research and Design for the Sustainable Heritage



[LINK](#)

LTT2-4

International Student Workshops



Venice, Italy
November 2021

[LINK](#)

STUDENT WORKSHOP 1: Sustainable Reconstruction in Urban Areas

Valmarana Salvi Gardens in Vicenza // November 2021

Workshop Process / Site Visit and Intensive Group Work

Workshop Results / Students Design proposals

- 1 Collective perception of urban spaces through time and memory.
- 2 Accessibility, routes and paths.
- 3 Reading the city through its urban ruins.



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LTT2-4

International Student Workshops



Thessaloniki, Greece
November 2022

[LINK](#)

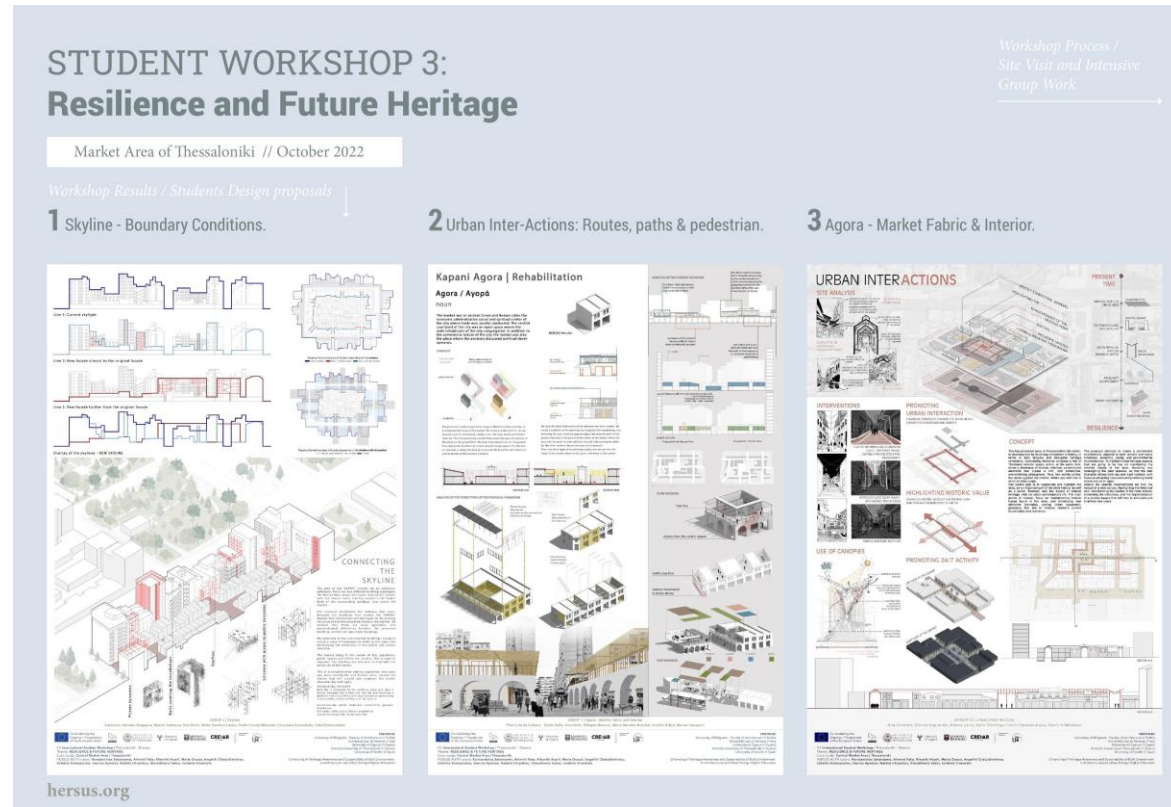
STUDENT WORKSHOP 3: Resilience and Future Heritage

Market Area of Thessaloniki // October 2022

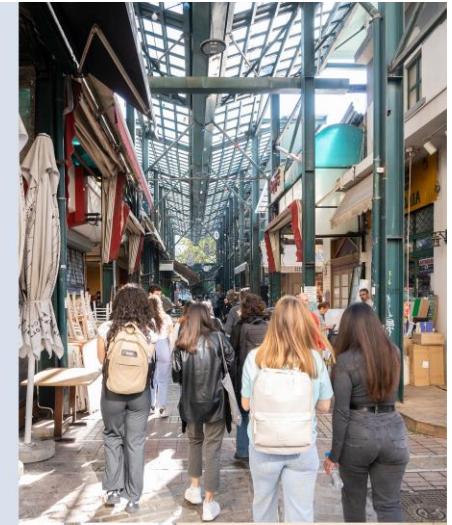
Workshop Results / Students' Design proposals

- 1 Skyline - Boundary Conditions.
- 2 Urban Inter-Actions: Routes, paths & pedestrian.
- 3 Agora - Market Fabric & Interior.

Workshop Process / Site Visit and Intensive Group Work



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ME4

HERSUS Prize on Modern Heritage



Over 60 proposals applied from 11 EU countries

Multiple-step Jury evaluation resulted in recognition of 32 proposals in total as follows:

education-students (12 recognized proposals),

education-instructors (4 recognized proposals),

practice (7 proposals), and

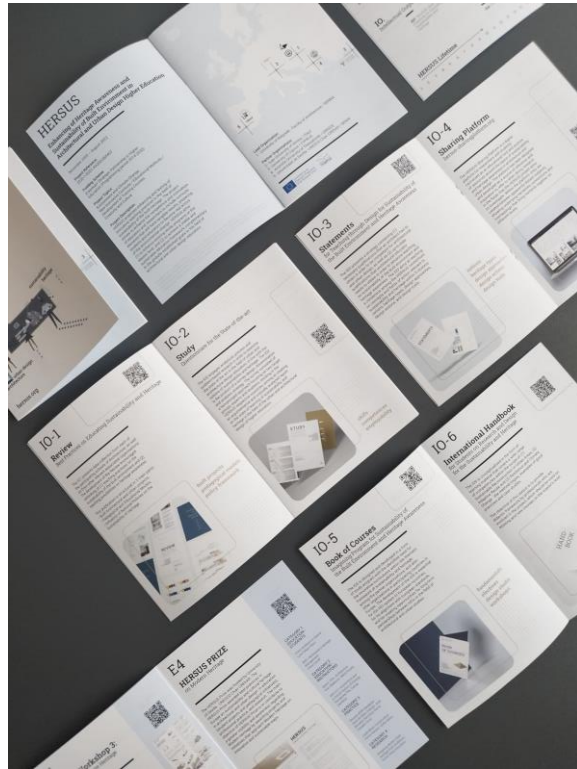
research honorary award (9 recognized proposals).

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HERSUS.
Enhancing of Heritage Awareness and Sustainability of Built Environment in Architectural and Urban Design Higher Education
November 2020 – August 2023
Co-funded by the
Erasmus+ Programme of the European Union

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RESULTS

VISIT FOR

×

×



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