



The Scottish Baccalaureate in Expressive Arts

Interdisciplinary Project- Exemplar 3

“The Restorative Nature of Architecture.”

Grade: A

Expressive Arts: Interdisciplinary Project 2012-13

Proposal

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Restorative Nature of Architecture								
<p>Project outline (<i>what it is you want to do and how will you go about it</i>)</p> <p>I propose to analyse the impact of care centres and how they can make a difference in an individual's life when designed in a certain way and within a caring and open environment. Investigation will be made on all the Maggie's Centres across the UK and how they have improved the lives of their cancer patients because of its high quality and thoughtfully designed centres.</p> <p>In order to determine the importance of aesthetics on a building, I will focus on the overall design and architectural properties of Maggie Centres and normal care centres and determine if the looks of a building are as important as the facilities offered. To make this project work, I myself, will design a proposal of a new care centre and build a model which will be shown to the Maggie's Centre patients.</p> <p>Before I begin the project, I will need to find out the exact details of where the Maggie's Centres originated from and if there are any additional adjustments they would like to see happen. With that information, I will take into consideration any suggestions of improvements and be able to create a specific design brief in order to see if care centres do need improvements which could be made to benefit the public.</p> <p>With that information, my steps will be as follows. Initially, I will construct and give out questionnaires to patients within care centres in my area to find out whether they are primarily comfortable at the care centre they are in and see whether it has improved their lives and also if they had a choice of going to a much more presentable and relaxing place would it improve their situation. Following from that, I will then question Psychology professionals on their views on the therapeutic nature of Architectural Designs and see whether it does affect the mentality of cancer/care patients. Finally, with all the necessary information, I will then question the general public to see whether if the design of a building affects their decision whether to go within that place or not, in terms of care centres. The results will then be collated, analysed and discussed with the carers at Maggie's Centre to see if more Architectural care centres are the way forward in these modern times.</p> <p>An additional part of the project is to create a reasonable sized model of the proposed new care centre. This will be shown to both the Architecture professionals and the cancer patients at Maggie's Centre and I will also ask them for feedback to see whether the new care centre will encourage more people to ask for information about their condition and whether it will improve other people's lives.</p>									

Reasons for choosing this project (eg personal interest, future plans, links to other subjects you are studying/ have studied)

Since I have studied both Higher Art & Design and Graphic Communication, my ambition to pursue a career in Architecture gives me the urge to develop my knowledge on Architectural Design to pursue my dream of studying Master of Architecture at University. With the knowledge I will develop from this project, I will be able to construct a building later on in life which can create a change within the world if I become a future Architect. My interest lies in developing new ideas, new concepts, new worlds within architecture. As a designer, I know that the overall aesthetics of a building is important. Take an example of the upcoming V&A in Dundee. The concept behind the museum getting built on the River Tay. That's a new dimension within architecture as it has been taken very broadly in terms of how the general public will react to it and the fact that a large number of people in the world will be fascinated by the design. The reason I'm interested in Architecture is the fact that many people do not realise the depth architects put within the designing of a new concept. That's why I decided to elaborate on Maggie Keswick Jencks (Maggie's Centre co-founder) idea of the restorative nature of Architecture by going beyond creating a building just for care support. This project will be the starting point within my future career and when the time comes, this concept will be developed throughout the world.

The broad contexts this project will cover are

Citizenship

The public will have a broader knowledge on the matter of care centres and the quality of life improvement within care centres.

Enterprise

Plan to design and create/build a 3D model which will be presented to several Architecture firms and proposals from this could possibly involve in improving designs.

Employability

I hope to study Architecture at university so the knowledge I develop from this will increase the chance of employability in the future.

Economic development

Sustainable development

Learning environments I will access are

- Maggie's Centres across UK – Find out information on about their cancer patients and if there has been a real difference within their lives, response about my upcoming project.
- Art & Design Department within the school – Speak to the teachers and get their advice on the construction of the model and how I should research how I can design the building, speak to teachers who have more knowledge on Architecture.
- Architecture firms – Find out
- University of Dundee Psychology Department – About how the brain works and whether people are more likely to be lured into a place because of the building design/overall look (presentation over principle).
- Local care centres – To interview/ask them to fill out a questionnaire about their thoughts on the aesthetics of their local care centre.

How I will use my knowledge of expressive arts

My knowledge of Art & Design is most important in this project. The subject of my project, the way care centres are stereotyped as 'simple' and 'boring' has to be changed to be more modern and even therapeutic like the Maggie's Centre. Expressive Arts learning through Architectural Studies will allow me and other young people to understand how the next generation of Architects will be able to develop the importance of art in the way of improving our lives.

The skills I will develop and/or improve in the course of this project are:

(carry out a short analysis of your current strengths and weaknesses in the skills areas below and how you think your project will allow you to develop and/or improve these skills)

- ***application of subject knowledge and understanding***

I will have to use my knowledge from both Higher Graphic Communication and Art & Design as the design process has to include the aesthetics of a product and how it should be very presentable to the public's eyes and the application of the key design issues and the knowledge of how a building can symbolise something through the use of lines and textures, shapes and colours. I will also have to use personal experience from observing the architectural buildings which surround the world and how they started building from scratch like the new Olympia in Dundee. I will need to expand my knowledge on care centres and find out what types of people go to care centres. At the moment, I don't really have the greatest knowledge on Architecture so I hope to develop my knowledge on Architecture and care centres further.

- ***research skills – analysis and evaluation***

I have carried out various methods of research and evaluation within Art & Design. My project will require me to apply more complex methods of gathering information by stepping outside the school environment which will mean applying skills in data handling. I want to develop my knowledge of research methods meaning there would be a wide use of several contacts with organisations and specialists of the subject matter. Since I'm very artistic, I will be able to record any research through the use of sketches in sketchbooks and photographs which will be seen within the documentation of the project. However, I will have to improve further my skills in collecting the relevant research after I have received the questionnaires back from the places I will visit which I will need for the evaluation at the end of the project. I also want to improve my evaluation skills as I feel like I lack confidence in this area and so by developing my evaluation methods I will be able to tackle greater projects than the IP.

- ***interpersonal skills – negotiation and collaboration***

In terms of my communication skills, they need to be good in order for me to be able to negotiate with the organisations I will be contacting. In my IP I will be writing to and speaking with professionals, psychologists, architects and the general public. My negotiation skills will need to be developed to get accurate results and the fact that by collaborating with the professionals, my interview skills will gradually develop as I feel I lack professional interview skills and so I will have to have the knowledge of how to present my questions in an appropriate format. My confidence is not strong enough

for me to be able to tackle the bigger companies like the Architecture firms and so I want to develop my interpersonal skills in order for me to negotiate with the carers at Maggie's Centres and the Architecture firms at a professional level

- ***planning: time, resource and information management***

Since this is a major project, it requires a very detailed plan, precise scheduling and good organisation in order for the IP to be as best as it could be. I feel like I have good organisational skills and I have always met deadlines and so I feel like I am really strong in this area. Meeting deadlines is a key skill in the architecture industries so I must plan precisely and work out what each step will involve, setting realistic deadlines which will have to be met. For time management, there will be weekly targets which will allow me to stay on top of both the Baccalaureate and my school work and give me practice in a skill I will need at university, which is organisation. I will also have to plan an alternative route in case my timing begins to fall behind schedule which will cause a worry and so I will need to develop this skill to see whether I can think of something else when put under pressure. I will have to develop further my information management skills as I will need to make sure that I have organised all the necessary information in the order I will need to use for my IP.

- ***independent learning – autonomy and challenge in own learning***

This project will allow me to manage my own learning even though I will get help and support from my teachers, classmates, family and others. And so I will have to develop my self-motivation skills in order for me to continue with the high targets which I have set for myself for this project. I feel like I am strong in the area of being able to work for long periods of time without giving up and so this will help me through the project as this project will push me above my comfort zone. I know that for this project to be successful, I will have to be committed and have the ability to develop my skills without the help from others. In order for me to meet my career targets, I have to experience the challenging nature of the Architecture industry and the level of difficult decision-making ideas that is needed so that I can work independently when I am at university. However, I will need to develop my own learning methods in order to continue to challenge myself throughout the project.

- ***problem solving – critical thinking: logical and creative approaches***

Creative thinking is required throughout this project as I will have to design various buildings which are suitable to the project brief. I have worked already in my Highers at creating something from a simple design brief by having to find the right sources and deciding whether or not they are suitable. These skills will now be put to the test when working with the various contacts as they will have their own ideas to include within my project brief. I am currently not very good at picking out relevant information and condensing it down and so I will need to develop this skill. I will have to make sure that if any problems arise, I have back-up plans and so my critical thinking levels will always be alert and ready for the worst-case scenario. However, I am not good at problem solving and so this will prove to be a difficult task for me throughout the project as I will need to be able to think fast if any problem arises and so I will need to develop this skill for both university and when I have a career in the future.

- ***presentation skills***

Since I'm not very confident, speaking in front of people proves to be a difficult task for me, and so I will need to develop this skill in order for me to present myself in a professional manner to the Architecture firms and at Maggie's Centres. In terms of architecture, the best method of presentation will be building a small model of the proposed building. I will produce a 3D model which will be hand-made by me. I seem to be very strong in the area of being crafty and making hand-made objects and so this will prove to be a fairly easy task. For the final presentation, a PowerPoint presentation will be used as visual aids as this will develop my technical skills as well as the page layouts learnt in Graphic Communication. A narration direct to the audience will develop my confidence in public speaking.

- ***self evaluation – recognition of own skills development and future areas for development***

In Art & Design, evaluation is seen as a key importance after finishing a unit so I have had some experience to reflect on a task I have done, but generally only with regard to the product itself. In terms of the IP this reflection is not only of the task being completed but the skills needed to complete it and how these are developed along the way. This will be a major aspect of the Baccalaureate Project that I will need to constantly monitor throughout via my progress log book so that I can fully reflect at the end and fully complete my skills evaluation section.

I have found the initial skills evaluation in the Proposal to be quite difficult but hopefully now I identified weak and strong areas I will be able to focus on these throughout and this will help me with the final evaluation.

Assessor feedback to candidate

I have only known you within the school for a few weeks since you came and expressed an interest in pursuing the Expressive Arts Baccalaureate Project, but I am thus far impressed by your obvious commitment and drive. You have thus far (within a very tight time frame) researched information about the Baccalaureate, liaised with staff in the school to help determine the focus and breadth of your project, and completed and submitted your Proposal to me on time. Apart from minimal adjustments on typing/language issues that we have gone through your proposal is detailed, comprehensive and of sufficient depth to give a good Baccalaureate project.

Both myself and the Principal Teacher of Art will be involved in supporting and assessing you throughout this project.

Your passion for Art and Design, Graphic Communication and Architecture comes through clearly in the narrative and I particularly like the link you have proposed to look at how the design of Care Centres impacts on the individuals in the centres, the general public, family etc. The project area very strongly covers 3 broad contexts as you have indicated (Citizenship, Enterprise and Employability) and you have articulated well how you see the overall project, justifying your reasons, and breaking it down into manageable steps so that I can get a good idea at this stage as to how the project should unfold, and the challenges you are setting yourself. This will help you at the next stage (the Plan) as you have already identified the main tasks and will simply need to detail these a bit more and build in contingencies etc.

In your skills analysis you have obviously thought deeply about each area, and I agree from what I have seen so far that you are currently strong in planning and organisational skills, and independent learning, and that these will help you greatly in the project; you have however still set yourself tasks that will push you further in these areas as it is a larger project than you have previously tackled, with lots of strands that will need to be micro-managed, and it will be interesting to see how you will adapt to this.

You have also honestly reflected on skills areas you are not so confident in e.g. research and presentation skills but from the tasks you have set yourself linked to these areas I am sure you will rise to the challenge here and I will be interested to see at the end of the project in your self-evaluation how you get on in these areas.

Proposal approved	✓	Further work required	
Candidate signature			Date
Assessor signature			Date

Expressive Arts: Interdisciplinary Project 2012-13

Plan

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Restorative Nature of Architecture								
<p>Is this a group project? yes <input type="checkbox"/> no <input checked="" type="checkbox"/></p> <p>If a group project my individual role or responsibilities will be:</p>									
<p>Timescales <i>(this should be a detailed timeline and any separate spreadsheets or charts should be included as evidence)</i></p> <p>(See Gantt Chart attached)</p>									
<p>Planning <i>(how you are going to meet the agreed objectives of your project)</i></p> <p>In order for me to meet the agreed objectives of my proposal, I will have to follow the timescale listed above in the Gantt Chart and meet the deadlines of each part of my project to ensure my project as a whole will be completed on time and to the highest possible standard.</p> <ul style="list-style-type: none"> • Define the main terms of the project and complete my proposals and plan which will ensure that I am fully prepared for the project and in order to complete the project to the highest standards. • Draft and send contact letters/e-mails to the managers at Maggie's Centre, Psychology Departments at the University of Dundee and the care centres in the local community that I have targeted. • Construct a questionnaire to be distributed to the public, cancer care patients at Maggie's Centre and patients at a local care centres to find out what information parents/patients are given in order to gain the best knowledge of their situation and the sources they use for information. • Contact professionals who have accurate information in the subject of the therapeutic nature of visual aiding of building designs and environment. • Construct a set of standard questions to ask them which will be asked in an interview/telephone conversation to find out what information they give, or think they are giving. I will contact several professionals from different companies to investigate if they provide different information in the subject matter. • Analyse and compare the results from above to find out if there is a link between 									

Architectural designing and if it does improve people's current health situation.

- Access material through the internet and library resources to identify the gaps in my knowledge that need to be filled from the information gathered from the professionals.
- After information is gathered and analysed, the project will begin by sketching various designs for the proposed building of a new care centre.
- Meet with the Architecture firm either face to face or by e-mail in order to see their view on the project and confirm if they are interested in viewing the project when finished.
- Create proposed building, organise graphics, put together presentation boards for market research/ideas
- Assemble model and presentation sheets, showcase to Maggie's Centre patients. Issue evaluation survey to a sample from the audience to find out whether they would consider moving to the proposed care centre if it was created.
- Construct another questionnaire to hand out to the Maggie's Centre. Also find out if the information has changed their views they previously had on the therapeutic nature of Architectural Designs. I will also ask them for feedback to see which aspects they found useful and if they have suggestions for further improvement if the building was made.
- Present project to Assessor and school teachers to get feedback on project. Results will also be used within the project.
- Collate external evaluations with self-evaluation. Submit both evaluation and project to Assessor for marking by submission date.

Resources (eg people, materials, places)

Some places I will use for resources:

- Local Maggie's Centre to carry out research on their care centre.
- Staff who work within health centres to find out more information on their care patients.
- A specialist who is in the field of Psychology which I have contacted at the University of Dundee
- Art and Design department at school to get information on how to present my design proposals and the place where I will be building the model.
- A local health centre to ask patients to fill out questionnaires about their health centre and to see whether they are happy with the environment they are in.
- A variety of websites on the internet to find out what types of building designs are more suitable for care centres.

The types of materials I will be using to construct the model/visual representations of proposed centre involve:

- Wood, cardboard and/or clay for the building of the proposed care centre.
- A3 sheets for the presentation of the sketches of the proposed building and where the inspiration of the designs came from.
- A laptop will be used for production of questionnaires.
- Software package to construct computer generated images

Research methods (eg contacting companies, surveys, focus groups, experimentation)

- This project involves a lot of collection and analysis of data on care centres and the production and building of the actual proposed model.
- Beginning with the collection of data, it will involve me having to research both primary and secondary sources in order to have a variety of data which will be needed for the evaluation process. Then the interviews with the manager at Maggie's Centre will be mainly my primary source of information as it will involve me personally attending a couple of the social gatherings at the Maggie's Centre and get an inside look to the experiences the care patients go through.
- Since this project will be done throughout school days, visits to other Maggie's Centres across the UK will be difficult to do and so I will contact one in Edinburgh by mail or e-mail to get some more information on their local Maggie's Centre.
- I will also contact a care centre and visit their premises to evaluate their site and take pictures which will be compared to those of the Maggie's Centre.
- Surveys for information and evaluation will be made and given to the public and the care centre including the Maggie's Centre first before I create the model and after the model has been presented to them.

Presentation

- **Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?**

The main target audience for my product would initially be the care centres and architectural firms involved in the project - specifically the architectural firm will have an idea of what could be their next project in the way of trying to change people's lives by introducing a new concept and idea to the country which will help those with health problems to talk about them in order to improve their situation. These present care centres will be able to ensure that they try to improve their environment to make their patients have a better experience when they visit and try to replicate what the Maggie's Centre has started: the generation of better care in the form of improvement to Architectural designs of a building and site.

Overall, the Maggie's Centre Manager has said she will distribute my findings to other centres and in this way a small shift in people's perception of Architecture may be changed as Architecture will not only be viewed as always being focused on the aesthetics of the building but can be seen as being an improvement within people's lives because of the reasons based on the creation of the building.

- **What methods are appropriate to my audience(s)** (eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)

I will present my proposal to an Architectural firm to see whether they have any areas of improvements for the project before I present the final project to the

Assessors.

I will also demonstrate the project by taking the fully-sized model to the Architectural firm for the presentation which will be supported by a folio which will include the sketches of the design proposals.

I also plan to provide detailed feedback to the Maggie Centre regarding my findings from the questionnaires from them and other care centres so that they could improve patient understanding of Architectural designs of the Maggie's Centre.

Finally I will present the final project to Maggie's Centre with information gained as a result of my research on the therapeutic nature of Architecture giving their care patients information to make an informed choice when they are deciding on the right care centre which provides both comfort and reliable information.

Dependencies (*what is required for your project to go ahead ie reliance on other people or resources, steps in plan that must be completed before starting the next step*)

Ensuring the basic research is completed at the earliest opportunity to allow time for creating the model and ensuring that the presentation sheets are very presentable and are visually aiding the purpose of the project.

The specialist at University of Dundee should be willing to answer my queries in finding out about the therapeutic nature of something which is aesthetically pleasing and whether it is possible to improve people's lives.

The Maggie's Centre allowing me to hand out questionnaires to their cancer patients and find out more about how they feel at the Maggie's Centre and whether they will be willing to move to a different care centre which is not as aesthetically pleasing as the Maggie's.

Input is needed from other care centres and the general public to respond to the questionnaires, to also give their opinion on the issue of care centres.

Contingencies

Any anticipated problems

1. Architectural firm not responding to my query of presenting my project.
2. Delays in response from the Maggie's Centre and from the local care centres.
3. Other care centres not willing for me to hand out questionnaires to their care patients.

My plans for overcoming the anticipated problems.

Contacting more than one Architectural firm so that there is a wide variety of places I could get reliable and professional information.

If sent by email, a follow-up by phone call will be more reliable as I could request to speak one-to-one to the manager of the company.

Visit local hospitals and ask for permission to hand out surveys and see if possible, photographs could be taken for evidence for the presentation of the project.

Method for recording my skills development and future areas for improvement

I intend to use a sketchbook in order to keep a track of the beginning stages of coming up with the sketches of the proposed care centre and the types of environments which will be most suitable. This will be done by me having to take a variety of photographs and samples from the nature in order to develop a sketchbook full of all the proposed ideas.

In addition, a diary will be used which I will be constantly updating after I have completed each and every single stage of the project. I will also seek feedback from my tutor on a weekly basis until I am sure that I am reflecting on my progress effectively.

This diary will help me keep track of my progress and to see whether my skills do develop throughout the process of the project in the areas I am weakest in.

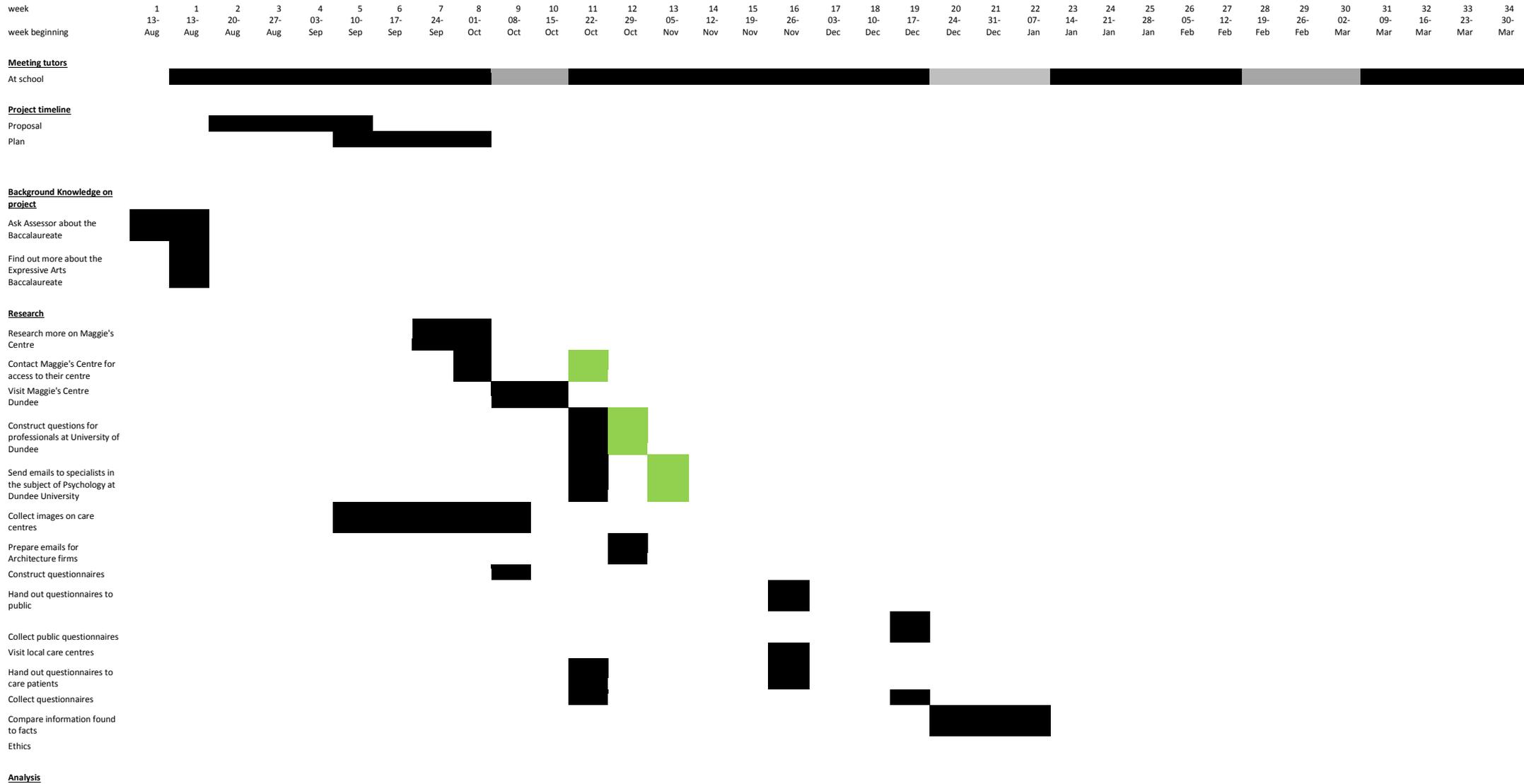
From each of these methods of recording, I will be able to reflect on the skills I will have used throughout the project and see how I have effectively used them in order for me to complete my project.

Assessor feedback to candidate

It can be seen clearly from your Gantt chart and detailed planning notes that you have considered in a lot of depth the areas you will cover and the order required to progress through this project. You have also identified dependencies which could impact on your progress and have identified contingencies for overcoming anticipated problems. As stated when you submitted your proposal, your project idea is excellent, and you have developed this well, considering in detail the steps needed, people/places you need to contact, what you want to get from the project and importantly what you want to 'give' at the end. I think the time and effort you have spent planning will help you throughout. Remember to complete a weekly progress log and put down your comments/thoughts on what has happened that week as you will find when it comes to evaluating your project or development of skills this will help you give specific examples of what happened and how you dealt with it.

Plan approved		Further work required	
Candidate signature		Date	
Assessor signature		Date	

Gantt Chart



Analyse data from public questionnaires
Collate information gathered from emails
Analyse data from local care centres
Analyse data from Maggie's Centre

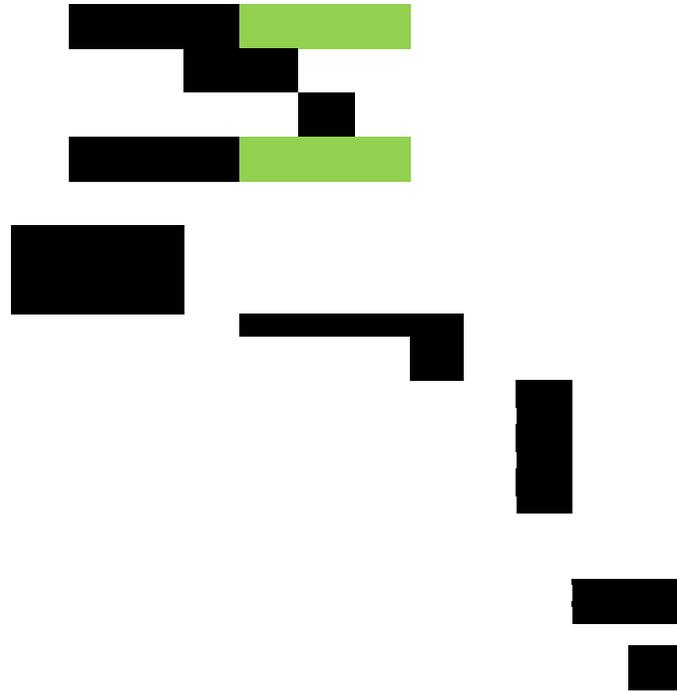
Present information

Construct market research sheets
Construct design proposal sheets
Create model
Construct PowerPoint Presentation
Project presentation to Maggie's Centre
Project presentation to Nicoll Russell Studio
Project presentation to Assessors

Deadline for submissions

Self evaluation
Project evaluation

Advanced Higher & Higher Prelims
Change in timescales



Expressive Arts: Interdisciplinary Project

Presentation of Project Findings/Product

Candidate name	
SCN	
Centre name	
Assessor name	
Project title	The Restorative Nature of Architecture

How I presented my project findings *(describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s))*

I decided to present my project findings to 3 places: an Architecture firm Maggie's Centre and the Assessors.

The first presentation was given to a number of people at the Architecture firm. I started the presentation with a short introduction which provided the audience with some background information about what the project is and the reason why I am doing this project. I then began showing the first sheet of the presentation sheets which was the design brief and the site analysis. After a brief description of the site, the focus was now on the second sheet which was looking at existing Maggie's Centre and the interior. I moved on to show them the third sheet, which was the inspiration behind the new care centre. This was immediately followed by the final sheet which was small sketches of ideas of the centre. The audience were intrigued with this section as it showed what the inside would look like and we had a brief discussion of any further improvements to the interior of the centre. The presentation was concluded with me showing them the computer model I had made of the environment of the centre and the physical model which I had created out of paper and card. The audience were asking questions continuously throughout the presentation which made the audience feel like they were part of the presentation and so I could interact with the audience better whilst presenting the project. At the end of the presentation, I asked them to fill in evaluation forms about what they thought about the presentation/project findings and asked them to write extended answers to any improvements I could make.

The second presentation was given to Maggie's Centre. I decided to do this as the people who would be present at the presentation were the same people who filled the questionnaires and so they could see a real development of what I had asked in the questionnaire come to life. The presentation was similar to the one I had done at the architects firm, which made things easier as I could just extend what I

said that day. The only thing I changed at this presentation was the detailed description of the Architecture involved within the designs and the actual model. I gave them short, less detailed descriptions of this section. The presentation finished with a time for the audience to give their thoughts about the presentation and what they had learned about this idea of therapeutic Architecture. Instead of giving them evaluation forms to fill out, I asked them to give back their feedback verbally as they had time constraints. Also instead of showing them the model, I took pictures of the model and placed them in my sketchbook which made it easier to show them as I could capture different sections of the building.

Finally, I presented my findings by doing a PowerPoint presentation (shown to the Assessors) and using four A3 sheets (shown to the Architecture firm, Assessors and Maggie's Centre) which had the design ideas, investigation and market research and site analysis. This was mostly suited to the target audiences as I could carry the A3 sheets when I was presenting to the Architecture firm and at Maggie's Centre as they did not have any projector boards. Plus it was also easy for me to explain my chosen idea to the Assessors as I could point out what I was trying to convey when I was putting down all the design ideas. I chose to use A3 sheets as I would be able to show them the detail in person meaning I would be able to interact with the audience easily. The PowerPoint presentation was used to present my findings as I had a lot of research which needed to be collated neatly and by digitalising everything, I didn't need to have all the paper evidence of the questionnaires present as it was all stated on the presentation. The PowerPoint presentation consisted of the public study I had done with results from the information I had researched including results of the questionnaires I had given to a local care centre and Maggie's Centre. I also had images of the computer generated model I had created and pictures of the physical model which was also present at the presentation. After all this information was presented, the presentation finished with me showing the Assessors the evaluation forms which people at the Architecture firm filled in and verbal comments which patients at Maggie's Centre said. This not only benefited me in terms of what they thought about the project, but it benefited them as they also found out about how the society needs more therapeutic buildings and what improvements they could also do to contribute to the society.

Assessor feedback to candidate

When you started out doing the Baccalaureate last August one of your key skills for development was doing presentations. I think you have very successfully addressed this area, doing not just one but three in total to different audiences. You used the same core visual materials and adapted the detail and focus to fit with the appropriate audience, and you were very sensitive to the differing needs and knowledge of your participants, I think this was a key area in making each successful.

Throughout your presentation we found you to be confident; clear; very enthusiastic; clearly demonstrating a passion for the topic; keeping good eye contact and you were easily able to deal with any technical questions with ease and authority expanding upon a specific area when needed with the detail of your answers demonstrating a strong understanding. The variety of visual resources you used – actual model, sketches and computer generated images were appropriate and helped greatly with our understanding of the concepts you

covered. During our discussions after the talk we did agree that some additional photographs of 'bad' architectural styles and design in context would have added to your presentation and helped show the stark contrast between 'good' and 'bad'.

Candidate signature

Date

Assessor signature

Date

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Restorative Nature of Architecture								
<p>How successful has my project been overall? <i>(consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments)</i></p> <p>Strengths:</p> <ul style="list-style-type: none"> • I feel that my overall project has been very successful. I am extremely happy with the outcome, especially as I was worried that I had taken on too much, and also that I started the project at a later date than usual. I spent a lot of time initially at the start deciding on its scope and specific areas that I wished to focus on as part of the detailed planning sheet (e.g. the Gantt chart). This helped me adhere to the plan I had set as I always knew that the time scheduling would be the critical factor and that I may have struggled to meet all of the deadlines. For example, the extra time needed due to lack of initial response from Maggie’s Centre to my emails. However, thanks to me keeping as tightly to my timeline as possible, and also factoring in some extra time, this helped absorb this into the overall plan. I now appreciate how much planning and time goes into a project. • I was very pleased with how my relationship with the architect firm developed. What started out as just initial dialogue asking for help and advice from them developed into a more collaborative relationship. This helped greatly as I was able to ask for accredited websites which dealt with the issues of therapeutic care centres which led to the websites listed in the ‘Plan’ stage. Not only did I communicate with them through email initially, but I phoned their studios and even made a couple of visits to establish a ‘working relationship’. Because of this relationship, they allowed me to present my final project and as a result, my confidence, in general, has increased in the subject of liaising with big companies. This helped greatly as I was able to ask for credited websites which deal with the issues of therapeutic care centres which lead to the websites listed in the ‘Plan’ stage. The websites helped me also answer the question I had been asking myself all-throughout the project: What purpose of Architecture is Restorative? After deep research, I found out that a therapeutic environment is one which is quiet, scenic and fresh/healthy. I was then able to show this evidence after all the research through the use of my sketchbook as I sketched ideas on how the centre’s environment could be like that: being quiet by having private rooms, being scenic by locating it near the sea and being 									

healthy/fresh by having gardens and a lovely green landscape around the building.

- When I did all three of my presentations, I had visual representation of the proposed 'new care centre' i.e. more than one approach (3D model, A3 sheets of market and investigation research, computer generated images and a sketchbook). This type of visual representation is something I was already very fond of and so I was in my comfort zone which enabled me to express the passion and confidence I had towards the subject matter of the project. And so by doing this, it helped promote discussion with the interested parties as when they saw enthusiastic I was, it provoked them to have the same enthusiasm towards the project.
- I had created questionnaires for the patients at Maggie's Centre and a local care centre. This provided me with hard evidence to back up all the research I had done already when I looked on the websites. For example, one of the websites stated that care centres are usually located in a very scenic area and I was able to compare this with the answers the majority of the patients at Maggie's Centre as they truly appreciate the beauty of the site the centre is located on. The questionnaires told me that people love the open environment and so I took on their feedback and concluded that this would truly make the new care centre become very therapeutic and have that sense of 'restorative architecture'. I wasn't sure whether the people I had given the questionnaires to would fully understand the purpose of it and wouldn't fill it in. Surprisingly, I got back responses from all of those I had given the questionnaires to. Because of this, I was able to analyse them into meaningful findings, which was necessary to do as some of the answers stated in the questionnaires were going to be incorporated into my designs.

Weaknesses

- I had planned to issue questionnaires to all 3 centres targeted but I encountered problems with one of the local care centres who didn't manage to gain NHS area approval so that I could issue them with questionnaires within their establishment. Despite a number of discussions regarding this, I did not manage to overcome this hurdle and this therefore reduced my sample of questionnaires, so I had to rely on the responses from the other local care centre and Maggie's Centre.
- Part of this project was to find out the overall number of care centres in my area however it would seem that there were a very limited number of care centres which were suitable to be included. I only found three but it would have been better if I had gone out with the city. I took the decision not to do this due to the late start of the project and time constraints I had, and tried to deal with centres I could easily get access to. Looking back now, I realise that I would have got a broader range of views if I had considered other cities and locations. If I was to progress this project, this would be one area I would target.
- It would have been good if I had considered the cost implication of the various designs. To be honest, I had not examined this as part of my initial designs but having worked through the various parts of the project, I realise it must be considered at some point and whilst there wasn't any time, I

would have liked to have pursued this whole issue of cost.

How effective were my communication methods throughout the project?

My communication methods were both good and bad although I could have greatly improved other aspects.

Good

- I am extremely pleased with the way I communicated with the Architecture firm and I believe that I have improved my interpersonal skills as I was initially a bit worried about speaking to the professional architects. However, I found them to be very considerate and helpful and were willing enough to give me further advice on how to improve the model. They went over and beyond what I asked of them and I can't thank them enough for everything they did for me.
- I kept in good contact with my supervisors in school by meeting face-to-face, which was effective as this allowed in-depth discussion about the progress of the project and any issues of the project which I had to overcome through their help.
- Using my modelling and computer skills on an almost daily basis improved my work and my speed of work. Creating models/miniature buildings has always been something I have always enjoyed but this long term exposure got me to work at a very fast speed.
- I had no problems working with the manager at the local care centre due to the strong communication I had with them to arrange meetings and times when I would carry out particular parts of the project, e.g. having a look around their centre.
- The use of the 3D model allowed me to construct the care centre that I initially thought of and reflect on everything I gathered from the research and questionnaire results. A positive result of this came back from the feedback from the audiences I had presented to who agreed that they all liked this method of communication. This meant that I was able to allow the audience to input their views whilst the model was right in front of them. It may be that a better format for this kind of project may be an exhibition where viewers can then extend their knowledge on therapeutic architecture.

Bad

- I was very disappointed in the way the Maggie's Centre were not communicating with me at the beginning of the project. I had to email them several times as they never responded to any of my emails for 3 weeks and so I followed them up by a phone call. Eventually after all of the hassle, I kept communicating with them e.g. emailing the manager when I needed to visit and pick up questionnaires and present my project and this helped keep things moving but it has highlighted to me the need to constantly progress things and not sit and wait on them happening.
- Communication with the local care centre, who I hoped would also be involved in my project, but chose not to take part, could have been greatly improved. I could have improved my communication if I had emailed them sooner to tell them about my project by providing them with the questionnaire and a full outline of the project and that I was wanting to

distribute questionnaires would have meant that the earlier I gave them the questionnaires, the quicker the NHS would have approved the questionnaires and so I would have had a greater percentage of responses.

- Contact with the world of work gave me an insight to what might be possible for me to do in the future and also that I already had some of the skills to get me a start, even though some of the skills need to be developed further.

Is there any aspect of my project that could be taken further? What might my next steps be?

There are various ways in which I could further expand my project:

- Researching more health centres and issuing questionnaires to a larger number of these centres to find out if there are any improvements they would like to see happen to their centre and to see whether they would like more 'care' centres to be built within my area.
- Create another model with the help and ideas I had been given by the 'specialists' at the architecture firm.
- Visiting other care centres outside my area to see how they are designed and how they have this whole idea of 'therapeutic architecture'.
- Allowing other architecture firms to see my project so that I could get more than just one company's thoughts about the project which makes it fair as they could also evaluate this idea of medical architecture and whether we need more within the society.
- Find a way to expand the public's perception of care centres by showing the public the project with the model, e.g. an exhibition at the Sensation Science Centre with a question and answer session or a similar place.
- Cost of building the care centre according to each design.

Candidate signature	Date	
Assessor signature	Date	

Expressive Arts: Interdisciplinary Project

Self evaluation of generic and cognitive skills development

Candidate name									
SCN									
Centre name									
Assessor name									
Project title	The Restorative Nature of Architecture								

In evaluating your skills consider the skills analysis which you carried out at the Proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your Interdisciplinary Project.

Application of subject knowledge and understanding

(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how it related to your chosen broad context(s)?)

- My knowledge and understanding of model making and creating the A3 sheets was crucial for me. Not only did I focus on the aesthetics of the care centre but also applied the key design issues that I learned from Art & Design including me translating the whole idea of functionality of the care centre. I was able to develop this idea when I researched deeper into the 'restorative architecture' topic by looking at reliable websites and also use the questionnaires I had done with Maggie's Centre and the local care centre. After gathering the evidence, I incorporated the 'restorative nature' feel to the designs by locating the care centre near the sea side to create a therapeutic environment.
- My use of Graphic Communication skills was to develop my understanding of restorative architecture. When I had completed my research, I was encouraged to create a computer model of the new care centre as it allowed me to explore, expand and create the whole 'restorative nature' I had done preliminary sketches to within my sketchbook/progress log. For example, in my final computer model, I had explored issues such as spacing and colour schemes which are most suitable to care centres which allowed me to create a feeling of a therapeutic nature. Although it was very difficult to make the computer model, I realised it was very important in the sense that I could express the therapeutic environment I set out from my proposal stage.

Overall, I think my project has covered the broad contexts of citizenship, enterprise and employability, and I think I have successfully covered all three.

- For citizenship, I hoped to inform the public about the difference therapeutic care centres could make within the society. I had begun by asking for their input to how architecture could be restorative by doing a questionnaire. I effectively achieved this by creating the 3D model which I presented to Maggie's Centre (a skill I knew from Art & Design) which represented the whole therapeutic feel I wanted to create for the care centre. This helped me come to a realisation that I have now already started to inform the public about therapeutic architecture and I would need to expand on this by doing similar at other centres.
- For the enterprise section, the products were the 3D and computer models which were made to communicate my image of therapeutic architecture effectively. Problem solving is a major aspect in architecture and I realised that there would probably be many problems that I would have to solve when the care centre is actually getting built, for example, the cost of building the care centre but also making sure that the restorative environment is still within the centre.
- The final broad context was employability. If I am successful in the architecture industry, I will be able to not only use my knowledge of medical/therapeutic architecture in future, but also the first hand experience of the issues which can influence the choice of building designs which I have gained through carrying out this project.

Research skills – analysis and evaluation

(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)

Planning

- This was very difficult for me as I wasn't very sure on how I was going to research necessary information which I needed for the project. Initially, I had to think carefully about whom I would contact, reliable websites I would use but also considering the timescale I was working within. Initially, I had sent out various emails to Psychology Departments at Dundee, Edinburgh and Glasgow universities to find out what purpose of architecture is restorative and whether it's the way it's designed or the environment its built in, from which I received no responses. I found that their feedback wasn't essential as I was already in contact with the architecture firm who gave me very helpful feedback about reliable websites I should consider to find out more about restorative architecture. By doing this, the next stages of my plan were much easier to cope with and I feel like I was able to implement the necessary information I had researched for each stage of my IP.

Carry Out/Analysis

- I was able to carry out the project by receiving feedback from the questionnaires which I distributed to Maggie's Centre and the local care centre. I had asked them for feedback on how they think the care centre should be designed, and in return, they all agreed that they are most

comfortable in a centre which is very scenic, quiet and has the 'fresh' feeling. This proved to be very helpful information regarding my project as it was a vital resource to receive their feedback as it enabled me to then have a clear mind set on how I was going to design the new care centre and incorporate what the public feel restorative architecture should be like. The ongoing feedback I received from Maggie's Centre was overwhelmingly positive in terms of the large number of responses from questionnaires, which was very reassuring as it showed that they were very interested in the project, providing me with useful referencing for when I hopefully develop the project further by doing public exhibitions and going further outside my area to other care centres and developing my analysis skills even further.

Evaluation

- The research stage went pretty well, although I felt at times that I was beginning to fall short of time especially when trying to find specialists who could offer any support to my project. This was a bit annoying as I couldn't design the new care centre without finding out if therapeutic architecture really does help but I couldn't delay my project. My plan was well organised which made my project have research which was very reliable and useful. Collating data from the questionnaires and carefully selected the relevant parts for my project was achievable and I was able to analyse and evaluate effectively. Surprisingly, I managed this pretty well, so it was definitely an improvement in those skills since I was initially not confident in those areas. Overall, the research stage went very well however in some cases (e.g. researching psychology professionals) I could have improved a bit further but now that I have completed and learned from this project, this can be done so in the future.

Interpersonal skills – negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self belief and had the confidence to offer and ask for support.)

- It was very helpful when I received feedback about my progress from my tutors at school which enabled me to improve any issues which I tackled e.g. Maggie's Centre taking weeks to reply to my emails which slowed the progress of the project down. I was a bit worried at that point but they gave me a lot of encouragement and found other possible solutions for me which I thought were very thoughtful of them. By frequently meeting them helped me ensure my project was on track and when I asked for help e.g. what type of questions to include in my questionnaire and the language I should use, which meant that it became easy for me to discuss certain aspects of the project which I doubted/was unsure of.
- Collaborating with Maggie's Centre and the local care centre was very important for my IP. I was very nervous the first time I met face-to-face with the managers to discuss my requirements for the questionnaires. But the fact I was dealing with professionals, I had to put my nerves aside and show my positive self belief. As a result, I was able to then negotiate and collaborate with them which really helped boost my confidence in interviewing. By collaborating with the two centres, tackling the architecture

firm became much easier to collaborate with as I had developed my interpersonal skills in order to present my project in a professional manner as the subject matter of my project was very mature.

- I was also able to make contact with the managers and professional architects at the architecture firm at the start of the project. Because of our 'working relationship', they gave me very useful advice and constant feedback for example, how I could improve on the therapeutic environment of the care centre, which encouraged me to make any necessary changes to the idea of the project I was trying to pursue. I was pleased that I overcame my nerves all because of their very encouraging feedback which greatly improve certain aspects of my project for example, the overall design.

As someone who isn't very confident in public speaking, I learned that by considering and then reflecting other people's feedback/views/opinions, I was then able to implement and develop my interpersonal skills in order for my confidence to grow even further, and that the ability to receive feedback in a positive matter is very essential when it comes to employability.

Planning – time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

I had known my time management skills were very good but the IP has really showcased how strong they are.

- From the word go I thought I wasn't going to be able to complete the project in time however I proved myself wrong. I began by constructing a Gantt chart to plan out the project and it had all the tasks I needed to do in a week even though some were overlapping for example creating the emails for the architecture firm which was done at the same time as the visit to the Maggie's Centre. Surprisingly, I saw myself even over-achieving certain targets I had set myself for that week and even did more than intended for a certain week, for example, when I created the development sheets whilst evaluating the questionnaires whilst building the 3D model and at the same time, making the computer model. It was truly a daunting task but I somehow managed to do it all at once. The time schedule was really tight and I feared I might miss my presentation date. I've never missed any deadlines and this IP has really developed and even matured my time management skills.
- I used my sketchbook daily as a log for both idea generation and personal thoughts so that I could monitor my progress. As I recorded everything daily, it was dated as it allowed me to see if I had progressed, any problems or barriers and any next steps I would take which happened occasionally throughout my project. This was done against the Gantt chart which was a quick way to see the pace I was going at against the timeline on the chart weekly. Overall I feel that I planned for any problems that could have risen as I had built in extra weeks to allow for any to occur.

Independent learning – autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

- I think my project was a real challenge because of the mature topic I had taken on, but I consider it such a great achievement that I managed to complete it successfully and right on time for all of my presentations. I was able to work really well independently. At times, I did need help from my tutors and teachers but for minor things however; the final decisions were made by me even after all of their input. Personally I wanted to make this project a success for both myself and for everyone who was involved in helping me with the project especially the teachers who encouraged me to do the Baccalaureate as I was the first person to attempt the Expressive Arts Baccalaureate in my school.
- To establish links with other learning environments, I attempted to email Psychology Departments at several universities within Scotland. Although this didn't have the greatest success I had wished for, it really did give me an insight to how valuable it is to have an alternative method in mind just in-case faults like these do happen, there is something there to back you up.
- I worked by myself in creating the 3D model and the computer generated model as part of the visual representations I was going to have at all 3 of my presentations. I made up my own questionnaires with queries linking back to how I was trying to find out the impact of therapeutic architecture within care centres. I was determined to establish hard evidence to back up my research in restorative architecture and so their feedback really helped in me creating the 2 different models which represented all that the Maggie's Centre and local care centre patients had stated within their answers in the questionnaires.
- I thought it was the best decision for me to do 3 presentations to present my final project. This meant that I had to liaise with both the architecture firm and Maggie's Centre to see whether they had the facilities which were most suited to my presentation method. I organised all this myself and even took the time to put more detailed descriptions on the sketches I had done on my A3 sheets. This was the first time I had tackled adults outside my school environment which was a bit intimidating but from the feedback I had received at the end of the presentations, this wasn't an issue at all as they all felt like I had managed this topic in a very mature manner. I was delighted with what they all had filled out about my project as a whole on the evaluation forms I had created in order for me to have hard evidence of their feedback. The fact that I did them back-to-back with very different methods of presenting was truly a challenge that I hadn't anticipated at the start. However, I managed to do them all independently which really helped develop my skills in self-learning and autonomy.

Problem solving – creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors and think critically about possible actions/changes?)

I had identified in my project proposal that this was one area I really wanted to improve and develop my skills and this project definitely managed to do so.

- I didn't receive any feedback from the universities I had contacted which wasn't necessary at all and didn't stop me from continuing on with the project. I realised that the architecture firm had offered me help and gave me reliable sources (websites) to use to get the necessary information needed as background research.
- Delays in response from Maggie's Centre really did limit the time I had for the project to continue. Eventually when they gave me back feedback on whether they could be involved in my project, everything then became smooth as I had built in time for things like this to occur and so I wasn't delayed at all!
- Initially, one of the local care centres had given me feedback on how I was able to hand out questionnaires to their centre. However, they really did let me down as they told me too late after doing all the necessary arrangements to allow people to fill out the questionnaires that the centre needed approval from the NHS. Fortunately, I couldn't find any other centre which was willing to let me hand out questionnaires all because I would have emailed them in short notice and also I could have begun to fall behind of schedule. I received their constructive criticism that I should have contacted them earlier which would have allowed me to give patients at their centre the questionnaires and had them back in good time for analysis of data.
- When problems occurred, I consulted with my tutors and they both encouraged but also gave me feedback on how to solve them. From this experience, I have learned how important it is to ask people first to see if they deal with the type of subject matter I am involved in and the importance of proving them with very detailed information to prevent any misunderstanding.
- I was very pleased overall when I was able to overcome a problem or challenge which arose. As a result, I have more confidence in my own skills of problem solving.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

I chose to do 3 oral presentations but only the one to the Assessor had a PowerPoint presentation.

- For the presentation I had done at the architecture firm, I chose an informal approach and held my presentation in their meeting as it was a more discursive environment suitable for the way I wanted to express the maturity

of the project and also that I wanted an atmosphere which they are relatable to. I had visual aids of the 3D model, the design sheets and the computer generated images. This allowed me to interact with the audience which consisted of architects, interior designers and civil engineers. I spoke to the audience at the beginning to explain the purpose of my project and how their contributions could help develop the project further. I then showed them the design sheets from the initial idea generation of the new care centre, going to the development stage and then eventually, the final model. I had worked hard on the way I presented my personality so that I could be relatable to the audience. This went down well as they were asking me questions throughout the presentation which thankfully, didn't put me off track. I preferred this way of presenting my project as they didn't have to sit there for a while staring blankly at the sheets in front of them but they got involved and were very keen about the project. I was particularly pleased with the evaluations they had all given me as they gave me positive feedback on my project and the form of my presentation which they described as 'very mature' and 'confident'.

- Maggie's Centre's target audience was completely different to the architecture firm. It consisted of young/old people, people who were suffering from cancer and those who were not. This meant I had to make it more relaxed, informal as well as comfortable and easy to understand. I spoke briefly about my project and went straight into showing them the final model as I had to consider the type of content I was presenting to them as most were the elderly. Good thing I made the presentation short and straight to the point.
- The final presentation was to the assessors and this included a PowerPoint presentation, the 3D model/computer model, the sketchbook, leaflets I had gathered from Maggie's Centre and the local care centre and the actual evaluation forms from the architecture firm. This was a more reflective and concluding presentation which summed up everything I had done in the previous presentations. I showed the evaluation forms which the professionals at the architecture firm filled in which really did help support everything I had stated in my presentation. At this point I was able to talk more in depth about all my research, idea development, and new care centre, everything I had done since the project began. More importantly, I was able to reflect on what I felt I had achieved on a more personal level because of what I had done the project, creating a topic like 'restorative architecture' which can be further developed.

Self evaluation – recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

- Overall, I think my confidence has truly developed all because I had taken on this project. I didn't really know what the Baccalaureate was all about before I started the IP but I became more keen in pursuing the project. The good thing is that I now have the experience of working with other people which I

know will be very useful later on in the future.

- Looking back to the project, I realise that I have actually developed every skill I had stated in the proposal that I wanted to develop, which is a great achievement to me. Some of the skills were stronger than others like my time management really stood out as I completed the project on time even with the late start. All the skills I have developed will definitely help me in my life and as I go to university to study Architecture, they will be useful in helping me cope with the high demands of the course.
- I have learnt a lot about myself since doing this project even with things I never thought I would do and develop like having experience in areas such as doing effective research and developing my interview skills.
- I have also learnt that I was constantly motivating myself and kept achieving my targets to such high standards.
- I have also learned a lot from the mistakes I have done and how to collaborate with others which means that I should always try to give all the necessary information before I ask for anything from those who I collaborate with. They have shown me the importance of anticipating problems and how to effectively deal with them even though I had to find alternative routes to deal with the problems I faced.
- I am proud of myself for taking on a project which needed such deep thought and concentration because of the level of maturity it is. I was not fully confident about how the final product of the project was but after seeing the extremely positive results, I knew I had achieved everything above the initial target. Form being able to engage with an adult audience, to now having strong contacts with both Maggie's Centre and the architecture firm (and on which I received excellent feedback and encouragement from). I hope that I can take all the skills I learnt and developed and use them in the future.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project (eg things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future)

I am extremely proud that I was able to complete the project even though I started much later than people usually start the project and consider it an achievement that I have managed through it without giving up. Reflecting back to the start of the project, I was very apprehensive and reluctant on going ahead with the Baccalaureate as I was discouraged by many people but I am particularly proud of completing the project.

The only thing I would have done differently in the future was to expand the project out with my area and I shouldn't have just focused on creating a centre in my area, but creating different care centres across the whole of UK which have this whole idea of therapeutic architecture.

This part of self evaluation has proven to be a very difficult task for me but I'm glad I achieved it. When I talked things over with my assessor, I found it easier to express myself and talk through the issues that arose, but trying to write them in a structured way in the evaluation and self evaluation form has been very hard for me.

I really enjoyed this project that's why at the end I produced a strong IP which can be developed even further.

Skills that I have used in this project that I would like to develop further (*eg using skills in even more challenging situations, more working on your own, more team working*)

I would like to develop my interpersonal skills even further, as even though I worked with different people who have helped develop these skills, I still feel like I have to strengthen them in order for me to be able to have good communication skills which are needed in the architecture industry.

Expressive Arts: Interdisciplinary Project 2012-13

Assessor Report

Candidate name _____

Candidate number _____

Centre _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for:	
• own skills development	✓
• collaborative working	✓
• accessing less familiar learning environments	✓
• application of science subject knowledge in a broad context	✓
• use of knowledge and skills across different disciplines	✓
• making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
Grade A criteria, includes all of above plus	
Well conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	✓
Robust and carefully argued justification of the proposal.	✓
Substantial links and understanding of possible connections across disciplines contributing to the project.	✓
Comments	
<p><i>This candidate is a very driven and committed pupil, she has gone out of her way to initiate this project; the school has previously been involved in delivering the Science Baccalaureate but the Expressive Arts Baccalaureate is a new area for us, and it is largely down to her asking questions and initiating dialogue between departments that started this project going.</i></p> <p><i>She had very clear ideas about the area she wished to look at and has articulated well her aims, reasoning and justification of these within the Proposal form.</i></p> <p><i>She has an obvious interest in Architecture but realises this cannot just be considered in isolation and that any design/construction can impinge on the wider community and before any design is decided upon their needs and perceptions must be taken into account. She is also aware of the need for good communication within this dialogue i.e. public involved must be able to visualise the project and interact with the aspects of it that will affect them and she intends to use her artistic model making skills and graphic communication skills to ensure as good a visualisation as possible when communicating with the public involved.</i></p>	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	✓
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	✓
Realistic timescales and achievable milestones for each stage of the project.	✓
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	✓
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	✓
Anticipation of probable and possible factors which may impact on the project.	✓
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	✓
Outline the process for achieving own identified development needs.	✓
Comments	
<i>As stated in the assessor comments back to the candidate for the Plan, she has taken considerable time to plan the various steps needed in this project, being very specific about her selection of resources and research methods and justifying each. She has clearly identified a number of dependencies that may impact on the project and where possible proposed contingencies to resolve these.</i>	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	✓
Skilful and creative use of resources, including people, information and learning context to progress the project.	✓
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	✓

Comments	
<p><i>She pushed herself to the limit in this aspect of her project. She completed three presentations over one week, one to the architectural firm she had established a good working relationship with, another to the Maggie's care centre staff and patients that had been involved in completing her questionnaires, and finally to her school assessors. Whilst she used the same core slides and models, she modified the detail for the various audiences and she inserted feedback comments gained from the first two into her final presentation to her assessors.</i></p> <p><i>The questions given to her during her presentation to the architect firm were very technical and demanding but she coped extremely well and had obviously acquired an excellent understanding of the areas she had researched. She used a good variety of visual resources to demonstrate her concepts and these helped provoke quite a bit of discussion. She was able to draw valid conclusions from the work and analysis she had carried out and proposed next steps that could be taken if time had permitted e.g. incorporation of cost comparisons for different options.</i></p>	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	✓
Careful choice and skilful use of communication and presentation methods(s).	✓
Comments	
<p><i>Her analysis of the success of her project covers the main issues that arose, and she has correctly identified the main strengths and weaknesses of the process. One of the strengths of her project was the establishment of an excellent working relationship with a local architect firm that had been involved in care centre design in the past. She has not taken due credit for this in her evaluation, and this is characteristic of her unassuming, low key approach.</i></p> <p><i>She strived throughout to try to develop her understanding of the restorative nature of architecture and put its principles into practice by developing a care centre of her own which received very favourable and constructive feedback from the various audiences she presented this to. She has identified however that further work could be done to progress this, incorporating feedback she received and including additional elements such as cost into the equation, and expanding her communication of findings. Overall a well-constructed project evaluation.</i></p>	

Self evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well structured self evaluation of own development.	✓
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓
Comments	
<p><i>She has found completing the Skills Evaluation Form one of the most challenging aspects of the Baccalaureate. She had no problems completing the Proposal and Plan as she was able to develop a strong project without support that was accepted by assessors on first submission, clearly identifying a suitable scope and skill areas she needed to focus on for the project. The final steps of self-evaluation have particularly tested her as she has found it hard to stand back and objectively analyse each of the skills areas. She has however managed to articulate herself well in most areas and to address each skill development in an honest and constructive way.</i></p>	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrated a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall Grade Awarded	A	B	C	Unsuccessful
Additional Comments/Overview <i>All grade A criteria have been met</i>				

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____