Universal Design
Factors that Impact on Quality Design of the Urban Space

Neil Murphy

Prof. Ruth Morrow

Showcasing Ageing and Disability Research

CARDI - 4th December, 2008 - SPARC

Centre for Excellence in Universal Design
Lárionad Foirfeachta i nDearadh Uilíoch

NDA
National Disability Authority
Údarás Náisiúnta Míchumais

Presentation Topics

Neil Murphy

- Centre for Excellence in Universal Design
- Building for Everyone – Project

Prof. Ruth Morrow

- Societal Groups
- Built Environment - relationships
- Whose responsibility

What is Universal Design?

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability

(Synopsis of the Irish Disability Act 2005)

Centre for Excellence in Universal Design, CEUD

Established January, 2007 in the NDA

CEUD work will focus on:

- Built and External Environment
- Products and Services
- ICT

Staff

- Chief Officer – Dr. Ger Craddock
- Senior Design Advisors
  Neil Murphy, James Hubbard & Donal Rice
- Admin support

Aims of the Centre

Standards

Education and Professional Development

Awareness

Universal Design aims:

"to maximize the number of [people] who can readily use a product, building or service which may be achieved by:

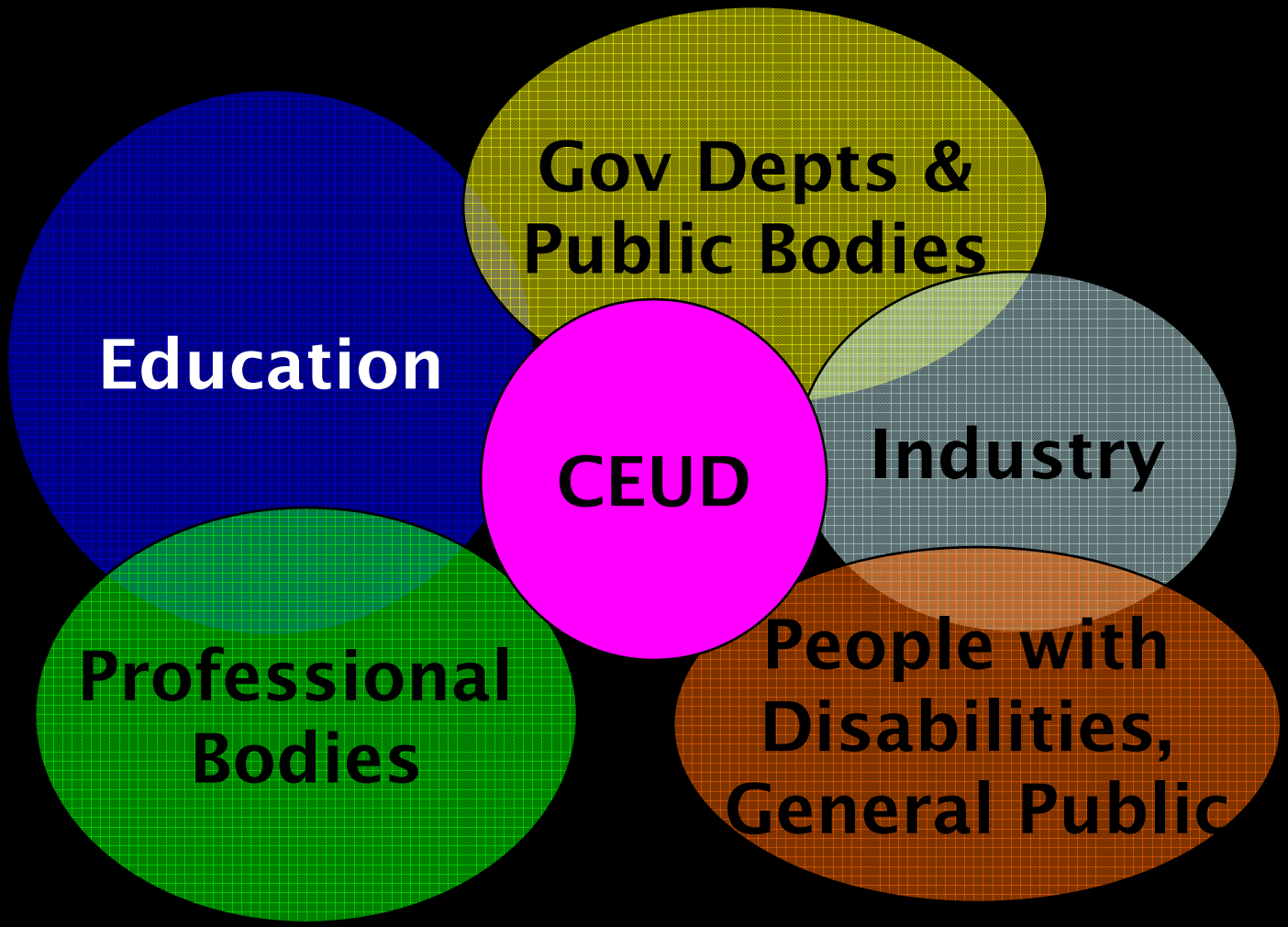
(i) designing products, services and environments that are readily usable by most users without any modification,

(ii) by making products or services adaptable to different users (adapting user interfaces), and

(iii) by having standardized interfaces to be compatible with special products for persons with disabilities."

(Text common to Standards groups including: ISO, CEN, NSAI)

CEUD Stakeholders



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Building for Everyone 2002

will become

Building for Everyone
(Universal Access to Buildings)
2009

Building for Everyone Revision

Booklet 1	External environment and approach
Booklet 2	Entrances and horizontal circulation
Booklet 3	Vertical circulation
Booklet 4	Internal environment and services
Booklet 5	Sanitary facilities
Booklet 6	Other facilities (e.g. counter and service desks, kitchen facilities, seating etc.)
Booklet 7	Particular building types (e.g. hotels, retail, offices, transport terminals etc.) and outdoor access
Booklet 8	Building Management
Booklet 9	Planning

Ruth Morrow, Professor of Architecture, University of Ulster

Concerns for

- Design Quality
- Universal / Inclusive Design
- (Architectural) Education

Report for CEUD: *"Universal Design and Building Inclusive Communities"*

Societal Groups

The creation of
categories
Strengths
Weaknesses

built environment- relationships

[Report for CEBE: *Building and sustaining a learning environment for* ***inclusive design*** *A framework for teaching inclusive design within built environment courses in the UK]*

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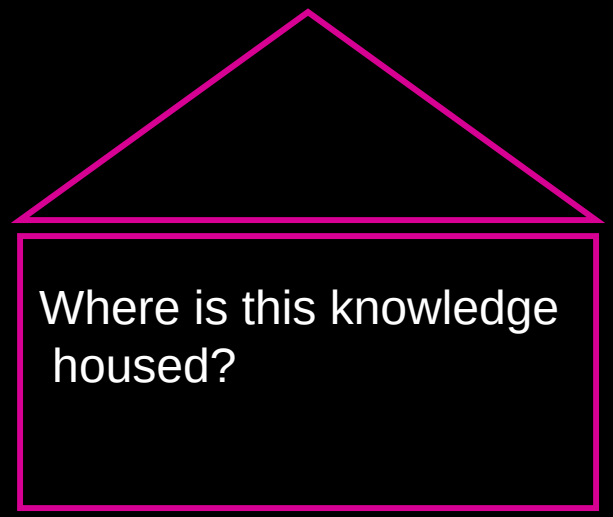
values, **knowledge**, skills

What architects/ planners need to know….

- Current best practice in technical specifications i.e. turning circles of wheelchairs, gradient for approaching a highway.
- Key facts and figures regarding changing profiles and needs of people and society; ranging from statistical breakdown and incidence of impairments, changing profile of population to the implications of physical, social, cultural needs etc .
- The relationship of body to space- senses, movement, and the variances in different bodies.
- Awareness of the contradictory spatial needs between different individuals and groups.
- Wayfinding needs and skills e.g. legibility, sense and memory of space.
- Information about barriers in the built environment.
- Factors affecting the perception of space, what is it about the socialization of people and the built environment that makes us feel comfortable, safe, connected, threatened etc.

values, **knowledge**, skills

- extensive and detailed
- changing and often in conflict



values, knowledge, skills

values in inclusive design

- moral, sustainable, professional, legal, cost grounds

valuing people

valuing diversity, choice, innovation.

values, knowledge, **skills**

research skills **(nature of the knowledge)**
inclusive communication / representation skills
(robust and sustainable design skills)
team working skills
inclusive environmental evaluation skills
self-directed learning skills **(nature of the knowledge)**

“Factors that impact on Quality Design of Urban **(Built)** environment”

UD

- is v challenging (evolving knowledge, skills, values)

- collaborative/ participative/ continuous evaluation/ feedback

- works across and between ‘categories’ of people

-- requires flexibility and creativity

Whose responsibility is Universal Design?

- All of us?

- Those leading Disability and Ageing Agendas

'Design for disability and ageing form the foundation stones of inclusive design teaching'

Centre for Excellence in Universal Design