# Course: Project Vital Workspace — credits: 5

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| **Course code** | IFVP21PRJ4 |
| **Name** | Project Vital Workspace |
| **Study year** | 2025-2026 |
| **ECTS credits** | 5 |
| **Language** | English |
| **Coordinator** | - |
| **Modes of delivery** | Project-based learning |
| **Assessments** | Oral exam - Oral<br>Report - Other assessment |

**Learning outcomes**

Students substantiate how they translated the schedule of requirements (prepared earlier) into the submitted office accommodation design. In any case, the substantiation should cover the organisational, technical, functional, financial, legal and information technology aspects of accommodation.

Students:

1. study and analyse the users' needs regarding the spatial working, living and/or residential environment and advise on new or existing spatial concepts;
1. contribute to determining the location, (re)designing and arranging the interior of the built environment from a facility management point of view;
1. name the criteria that affect the sustainability of the office environment and describe how sustainability was incorporated in the design;
1. substantiate all the choices that have led to the completed design and its interior;
1. use a methodical approach to prepare a global investment budget for the office accommodation to be built (under supervision);
1. specify tips and tops and distinguish clearly between the individual contributions of all project group members;
1. clearly substantiate the choices that have led to the definitive schedule of spatial and functional requirements;
1. are able to reflect critically on and specify points for improvement with regard to the process that has led to the definitive schedule of spatial and functional requirements.

**Content**

This part of the semester focuses on designing an innovative office. Following a practice assignment (model practical), each project group starts work on a new office environment for an organisation of their choice. Students will make use of everything they have already learned and what they will be learning this period about offices (such as workspaces, indoor environment, sustainability, safety etc.). The first stage (separate component) is the preparation of a schedule of requirements in terms of functions, space and relationships. Based on the schedule of requirements, the students then elaborate a design with the aid of ground plans and perspective drawings (3D visualisation) for the accommodation as well as the interior design, accompanied by a clear substantiation of the design choices (how they translated the requirements into the design) and a global estimate of the investment required to implement the design. Finally, each student answers individual questions on the new design. What are the tips and tops? Students explain the choices that have led to the schedule of spatial and functional requirements, reflecting critically on the schedule of requirements and specifying points for improvement.

**Included in programme(s)**

International Facility Management exchange programme
Facility Management, major International Facility Management

**School(s)**

Institute of Future Environments

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