

1. BASIC INFORMATION

Course	Project Design G1
Degree program	Fundamentals in Architecture Degree
School	Architecture, Engineering & Design School AED
Year	2nd
ECTS	6 ECTS (150 hours)
Credit type	Mandatory
Language(s)	English
Delivery mode	Presence required
Semester	1 st semester
Academic year	2025-2026
Coordinating professor	Carlos Arroyo

2. PRESENTATION

The subject of G1 Project Workshop seeks to introduce the student to the architecture project. It aims to motivate you to dive into the exciting world of architecture. The Workshop seeks to encourage creativity through visits to interesting buildings, exhibitions or events (virtual or real) and the use of a variety of tools with which to think and build the project; dismantle prejudices and insecurities; to give naturalness to the way in which the project is thought, to the initial moment from which everything emerges; forms, space, relationships, connections, data; explain that dreams can be made to come true and are compatible with precision. Projects G1 will work with sketches, drawings and models.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: That the students have demonstrated to possess and understand knowledge in their area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of its field of study.
- CB2: That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- CB3: That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
- CB4: That students can transmit information, ideas, problems, and solutions to a specialized and non-specialized public.
- CB5: That the students have developed the necessary learning skills to understand later studies with a high degree of autonomy.

Cross-curricular competencies:

- CT1: Responsibility: Aptitude or capacity to face the responsibility that conscientizes of the function that the profession of architect has in the society, in particular elaborating projects that take into account social and environmental factors.
- CT2: Self-confidence.
- CT3: Awareness of ethical values: Ethical commitment, which includes the understanding and knowledge of the rights and obligations of individuals and professionals, promoting respect for human rights, protection of the weakest sectors of society and respect for the environment .
- CT4: Communication skills in native language (either by oral or written means) and in the English language, according to the ideas of the European University of Madrid, any concept or specification specific to the development of the regulated profession of Architect. This will include learning the vocabulary specific to the degree. This ability includes the ability to manage information.
- CT5: Interpersonal understanding.
- CT6: Flexibility.
- CT7: Teamwork: Ability to work in teams of architects, or in interdisciplinary teams (with shared responsibilities in many cases), managing and planning work groups, necessary in the skills and work scheme that defines a project of a certain scope in which different disciplines converge. This ability includes skills in interpersonal relationships and team leadership skills.
- CT8: Initiative and entrepreneurial spirit, both in the field of architecture and business.
- CT9: Planning and time management: Ability to plan work in the need to meet delivery deadlines and respect the limits imposed by budgetary factors and construction application regulations.
- CT10: Innovation and creativity: Creativity, imagination and aesthetic sensibility in-walked to the design, satisfying at the same time the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies:

- CE50: Adequate knowledge of the methods of study of symbolization processes, practical functions and ergonomics.
- CE55: Adequate knowledge of the relationship between cultural patterns and the social responsibilities of the architect.

Learning outcomes:

- RA1: Create a gymnastics of individual creativity.
- RA2: Understand the works of visualization of data in a spatial, temporal and social context
- RA3: Specify ideas and apply data in the realization and testing of ephemeral prototypes.
- RA4: Remember the records of the workshop and articulate the communication of the activities of the same.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB2, CB3, CB5 CG2, CG7 CT2, CT6, CT8, CT10	RA1: Create a gymnastics of individual creativity.
CB1, CB3, CB5 CG7	RA2: Understand the works of visualization of data in a spatial, temporal and social context
CG7 CT2, CT10 CE50,	RA3: Specify ideas and apply data in the realization and testing of ephemeral prototypes.
CB2, CB3, CB4 CT4, CT5, CT7, CT9 CE55,	RA4: Remember the records of the workshop and articulate the communication of the activities of the same.

4. CONTENT

- Understanding the concepts related to an architectural project and its elaboration process.
- Critically analysing case studies and examples.
- Being able to build a discourse around their project.
- Integrating coherent graphic and theoretical content.
- Creating an architectural project based on a reality as well as received concepts.
- Handling graphic and theoretical tools to express architectural ideas.
- Understanding the implications of an architectural project, combining experiment and commitment.
- Creating a global document of the project.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master sessions
- Directed work, practical exercises and problem solving
- Presentation of work
- Group work • Self-employment
- Tutoring, academic monitoring and evaluation

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours	AI use
Master lectures / classes	6,25 h	Allowed
Guided studies, practical exercises, problem-solving	50 h	Allowed in examples, not allowed in evaluation
Presentation of projects	12,5 h	Allowed
working groups	12,5 h	Allowed
Independent work	50 h	Encouraged
Tutorials, follow-up and evaluations	18,75 h	Allowed
TOTAL	150h	

Further details on the use of AI will be established via the Virtual Campus at the beginning of the course.

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Graded exercises	30%
Final portfolio	70%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period (ordinary call)

To qualify for grading in the ordinary call you must have:

- Minimum 75% attendance (absences due to properly justified causes will not be counted as such)
- 100% assignments submitted, of which
- 75% assignments submitted on time.

To pass the course in the ordinary call, you must obtain a final course grade of at least 5 out of 10 (weighted average).

Grades obtained during the course will be averaged and weighted down to 30% of the final course grade, with the grade of the final submission and jury weighted to 70% of the final course grade.

7.2. Second exam period (extraordinary call)

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 3.5 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding feedback from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
WIP uploads	Every session
Graded uploads	Every key session
Final portfolio	last week of january

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- THOMSON, D'Arcy. On Growth and Form
- BACHELARD, Gaston: The Poetics of Space, 1969 and 2014
- MORTON, Timothy: The Ecological Thought, 2010.
- PALLASMAA, Juhani: THE EYES OF THE SKIN, 2014
- HERTZBERGER Herman: Lessons for students in architecture. 010 Publishers 1991

10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.