1. BASIC INFORMATION

Course	City scale Workshop
Degree program	Bachelor's in the Fundamentals of Architecture
School	Architecture, Engineering and Design
Year	4th
ECTS	6 ECTS basics (150 hours)
Credit type	Compulsory
Language(s)	100% Spanish
Delivery mode	Classroom
Semester	1st
Academic year	2025/2026
Coordinating professor	Silvia Herrero Alonso
Professors	Silvia Herrero Alonso / Francisco Javier González González / Mateus Porto Schettino/ Lourdes Jiménez Garcinuño

2. PRESENTATION

The workshop will be undertaken at large urban pieces scale and as a Strategic City Project, reflection exercises and urban intervention specifically focused on physical aspects (structure, morphology and paths, landscape and geography), within its metropolitan framework and with a strong social, environmental and historical foundation.

The configuration as a Strategic Project raises the desirability of testing new ways of understanding the City Urban Planning scale and from certain requirements:

- Sufficient complex formal composition and use, urban processes in morpho typological and social diversity
- Historical Roots and economic determinants of its urban fabric
- Presence of urban infrastructure (road, rail, etc..) to be integrated
- Geographic or landscape values Notable / Recoverable in their environment

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1 That students have demonstrated knowledge and understanding in a field of study that is based on general secondary education, at a level which, although supported by advanced textbooks, imply some knowledge of the latest advances in their field of study.

- CB2 That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their field of study.
- CB3 That students have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CB4 That students can communicate information, ideas, problems and solutions to both the specialist and non-specialist.
- CB5 That students have developed the necessary learning skills to undertake further studies with a high level of autonomy.

Cross-curricular competencies:

- CT01 Responsibility: aptitude or capacity to face responsibility that the profession of architect has in society, particularly when elaborating projects that take into consideration social and environmental factors.
- CT02 Self-confidence.
- CT03 Awareness of ethical values: ethical commitment, which includes the understanding and knowledge of the rights and duties of individuals and professional people, fostering respect for human rights, the protection of the most vulnerable members of society and respect for the environment.
- CT04 Communication skills in the native language (both oral and written) and in the English language, in accordance with the principles of the Universidad Europea de Madrid, any concept or specification for the development of the regulated profession of architect. This includes learning the specific vocabulary of the degree as well as the ability to manage information.
- CT05 Interpersonal skills.
- CT06 Flexibility
- CT07 Teamwork: ability to work in teams of architects, or in interdisciplinary teams (with shared responsibility in many cases), managing and planning work groups that are necessary in the scheme of competencies and tasks that are defined for projects of a certain scale, in which several disciplines come together. This ability includes skills for interpersonal relations and team leadership.
- CT08 Initiative and the spirit of an entrepreneur, both in the area of architecture as well as in business
- CT09 Planning and time management: ability to plan work in order to comply with delivery times and to respect the limits imposed by budgets and building codes
- CT10 Innovation and creativity: creativity, imagination and aesthetic sensitivity applied to the design in order to satisfy both the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies:

- CE34 Ability to remove architectural barriers.
- CE35 Ability to solve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting.
- CE46 Ability to apply urban planning regulations and ordinances.
- CE47 Ability to carry out environmental, landscaping and environmental impact correction studies.
- CE51 Adequate knowledge of the methods for studying social needs, quality of life, habitability and basic housing programmes.
- CE60 Knowledge of feasibility analysis and the supervision and coordination of integrated projects
- CE62 Knowledge of the mechanisms for drafting and managing urban development plans at any scale.

Learning outcomes:

- LO1 Organize and create urban interventions at different scales, attending to problems, opportunities and objectives of the city range
- LO2 To understand the functioning and development of different urban pieces, their relationship with each other through the management of systems, their social relevance and their integration in the city and in the territorial framework

- LO3 Articulate the technical knowledge acquired in previous subjects from different areas and integrate it into a planning proposal that combines form and function, urban landscape and social space
- LO4 Characterize, communicate and express the ideas and concepts resulting from the work itself, in the language of project representation at different scales.

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

Competencies	Learning outcomes
CB5, CG3, CT6, CT8, CE46, CE62	LO1
CB3, CG7, CT1, CT3	LO2
CB1, CB2, CG1, CT2, CT5, CT7, CE60	LO3
CB4, CT4, CT5, CT9, CT10, CE45	LO4

4. CONTENT

The subject is organised into five learning units, which in turn are divided into topics (depending on the units):

AU1-Topic 1: Diagnosis, Objectives, Project Basis and Structure.
- Activity 1: Urban information and diagnosis of a special urban regeneration plan. Field work and project objectives.

UA2-Theme 2: Strategic Intervention Consolidated City - Advance. Instruments, Effects, Feasibility, Development.
- Activity 2. Planning proposal and necessary actions
- Activity 3. Test on Seminar contents
- Activity 3: Elaboration of the course portfolio

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Master class.
- Case method.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.

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

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours	Use of AI
Lectures	12,5 h	Allowed
Guided studies, practical exercises, problem-solving + Exhibitions of works	62,5 + 12,5 h	Allowed
Team work	25 h	Allowed
Independent study/work	12,5 h	Promoted
Tutorials, academic monitoring and assessment	25 h	Not Allowed
TOTAL	**150 h**	

More details about the AI use policy will be published on the virtual campus once the course has begun.

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Reports and writings	10%
Performance observation	10%
Exams	10%
Case/problem	60%
Performance, participation, portfolio	10%

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

To pass the course in the regular session, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the course.

In all cases, you must obtain a grade greater than or equal to 4.0 in the exams, both oral and written, so that it can be averaged with the rest of the activities. If you do not pass this grade, the final grade for the session will be a maximum of 4, or the average grade of all the exercises and exams, if this is less than 4.

Additionally, an oral exam will be given if the professor has doubts about the authorship of the work.

To be eligible for the regular session, attendance is mandatory until 70% of the in-person class hours have been completed. Late arrivals of more than 10 minutes will be considered absences. If the required minimum attendance is not met, the final grade for the exam will be a maximum of 4, or the average grade of all the exercises and exams, if this is less than 4.

7.2. Second exam period

To pass the course in the regular exam, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the course.

In any case, you must obtain a grade greater than or equal to 4.0 in the exam papers, both oral and written, so that the grade can be averaged with the rest of the activities. If this grade is not met, the final grade for the exam will be a maximum of 4, or the average grade of all the exercises and exams, if this is less than 4.

All failed assignments and exams from the regular exam must be submitted. The practical activities may be located differently from those used during the regular session, and new instructions may be provided for each activity if necessary. The activities to be submitted for this session are individual.

An oral exam will also be given if the instructor has doubts about the authorship of the work.

To be eligible for this session, students must attend at least two monitoring sessions.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. The walkable and accessible neighbourhood.	Weeks 1-4
Activity 2: Building a place	Weeks 5-10
Activity 3: Habitable buildings, ready for new challenges	Weeks 11-16
Activity 3: Test of theoretical contents	Weels 16
Activity 4: Elaboration of the course portfolio	Week 17

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 main reference work for this subject is:

- Busquets, J. y Correa F.(2010). “Cities X lines: una nueva mirada hacia el Proyecto Urbanístico”. Universidad de Harvard.
- Solà-Morales, M. (2008). “De Cosas Urbanas”. Barcelona. Editorial Gustavo Gili. S.L.
- Solà-Morales, M. y Zardini, M (2004). “Ciudades, Esquinas”. Barcelona.
- Esteban i Noguera, Juli (2001) “La Ordenación Urbanística: conceptos, herramientas y prácticas”. Electa
- Rueda, S (2009). “La célula urbana”. Oficina de Ecología Urbana. Ayuntamiento de Barcelona.
- Colección PERSPECTIVAS URBANAS. N. 1 a 9. Escuela de Arquitectura, Ingeniería y Diseño UEM.
- Revista URBAN. Departamento de Urbanística y Ordenación del Territorio. ETSAM. Universidad Politécnica de Madrid.
- Revista PAPERS. Institut d´Estudis Regionals i Metropolitans. Barcelona.

The recommended Bibliography is:

- Lynch, Kevin (1998). “La imagen de la ciudad” . Gustavo Gili.
- Jacobs, Jane (1971). ”Muerte y Vida de las Grandes Ciudades”. Editorial Península. (2004).
- “Ciudad Hojaldre. Visiones urbanas del siglo XXI”. Gustavo Gili.
- AA.VV. (2010). “Less is future. 19 cities-19 themes”. International Building Exhibition. Ministry off Regional Development and Transport of Saxony-Anhalt
- Parcerisa, J.(2012).”Forma Urbis: cinco ciudades bajo sospecha”. Laboratori d´Urbanisme de Barcelona.
- Alexander, Christopher “La ciudad no es un árbol”. Universidad Politécnica. E.T.S. de Arquitectura.
- Glaser, E.(2011). “El triunfo de las Ciudades”. Taurus. Madrid
- Lerner, Jaime (2005). “Acupuntura urbana”. Traducción José Luis Sánchez y Meritxell Almarza. Barcelona. Institut d'Arquitectura Avançada de Catalunya, D.L

10. EDUCATIONAL GUIDANCE AND DIVERSITY 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.