1. BASIC INFORMATION

Course	Studio G6 (Taller de Proyectos G6)
Degree program	Bachelor's in the Fundamentals of Architecture
School	Architecture, Engineering, Science and Computation.
Year	Fourth Year
ECTS	12 ECTS (300 hours)
Credit type	Basic
Language(s)	English and Spanish
Delivery mode	Campus-based
Semester	S2
Academic year	2025-2026
Coordinating professor	Luis Alvarez Alfaro

2. PRESENTATION

The G6 Project Workshop course deals with ideation, conceptual argumentation, critical and strategic proposal development, and its development in relation to both the built and natural environment. The environment is studied in terms of scalar, programmatic and social organisation; geography, climate and place, as well as the anthropology of space. Arguments of ecological transition and contemporaneity are introduced as determinants of the architectural project.
The ideation of projects will integrate responses at various scales, addressing a specific programme and the conditions and nature of the urban site in which it is located, articulating formal design processes with material development.
The course is taught in the form of a projects workshop in which students rehearse and practise one of the basic and fundamental aspects of the architectural profession: the integration of architectural design with the social and programmatic aspects that make it possible. The aim is to learn how to jointly develop architectural design, conceptual systems, strategic systems, cultural and social specificities, and construction processes in order to be able to generate a project that works on different scales and relates the different parts in descriptive graphic documents specific to the architectural object.
This subject draws on the experience acquired in previous courses, both in the various Project Workshop subjects, in terms of terminology, concepts, functional organisation, etc. The theoretical content and practical exercises will focus on providing an effective documentary basis and strategic application criteria that will enable students to undertake both the conception of an integrated and efficient design and its definition.

The objective of the practical development exercise, which forms the core of the course, is to reflect on what has been learned up to that point and take initiatives by proposing personalised solutions, adjusting the result in successive approximations and simulations, to finally present properly justified and represented professional documentation.

3. COMPETENCIES AND LEARNING OUTCOMES

General competencies: 1, 2, 3, 4, 5, 6

- CG1: Knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
- CG2: Knowledge of the fine arts as an influence on the quality of architectural design;
- CG3: Knowledge of urban design, and the skills involved in the planning process;
- CG4: Understanding of the structural design, construction and engineering problems associated with building design;
- CG5: Knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against climatic factors.
- CG6: Knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.
- CG7: Understanding of the relationship between people and buildings, and between these and their environment, and of the need to relate buildings and the spaces to human needs and scale.

Core competencies: 1, 2, 3, 4, 5

- 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 vanguard of their field of study.
- CB2: That students can apply their knowledge to their work or vocation in a professional way and have competences that can be displayed by means of elaborating and sustaining arguments and solving problems in 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: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- CT1: 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.
- CT2: Self-confidence.
- CT3: 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.
- CT4: Communication skills in the native language (both oral and written) and in the English language, in accordance with the principles 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.
- CT5: Interpersonal skills.
- CT6: Flexibility.
- CT7: 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 competences 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.
- CT8: Initiative and the spirit of an entrepreneur, both in the area of architecture as well as in business.
- CT9: 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 the both the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies: 35, 37, 39, 40, 44, 60

- CE35: Ability to solve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting.
- CE37: Ability to design, prepare and develop basic projects for executions, sketches and draft projects.
- CE39: Ability to design, put into practice and develop site management.
- CE40: Ability to develop functional programs for buildings and urban spaces
- CE44: Ability to draft civil works projects.
- CE60: Knowledge of feasibility analysis and the supervision and coordination of integrated projects.

Learning outcomes:

- RA1: Devise projects that include solutions at several levels, following a specific programme and its constraints and the nature of the urban site.
- RA2: Interpret the programme as a tool to develop the project, thereby adding value to the architectural definition of the requirements of the client.
- RA3: Understand the functioning and development of typologies linked to public use, their relationships, social relevance and integration in the urban context.
- RA4: Include technical knowledge acquired in previous semesters and make use of them in a project which exploits, in a satisfactory way, both the instruments of formal development and of precise materialisation arising from the auxiliary disciplines
- RA5: Specify and define basic building details that are typical of a project.
- RA6: Acquire the skills to communicate, develop, and express ideas and concepts from one's own work, and creating a research document.

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

Competencies	Learning outcomes
CG3, CG5 CT7 CE35	RA1: Devise projects that include solutions at several levels, following a specific programme and its constraints and the nature of the urban site.

CB2 CG7 CT1, CT5 CE40	RA2: Interpret the programme as a tool to develop the project, thereby adding value to the architectural definition of the requirements of the client.
CB3 CG2 CT3 CE37	RA3: Understand the functioning and development of typologies linked to public use, their relationships, social relevance and integration in the urban context.
CB1 CG1 CT2, CT8 CE44, CE60	RA4: Include technical knowledge acquired in previous semesters and make use of them in a project which exploits, in a satisfactory way, both the instruments of formal development and of precise materialisation arising from the auxiliary disciplines
CB5 CG4, CG6 CT6, CT9 CE39	RA5: Specify and define basic building details that are typical of a project
CB4 CT4, CT10	RA6: Acquire the skills to communicate, develop, and express ideas and concepts from one's own work, and creating a research document.

4. CONTENT

01 Small scale architectural devices and objects

02 Urban scale interventions

03 Architecture project. Social architecture and human settlements.

5. TEACHING-LEARNING METHODOLOGIES

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

- Lectures
- Guided studies, practical exercises and problem-solving
- Presentation of projects
- Team work
- Independent study/work
- Tutorials, academic monitoring and assessment

6. LEARNING ACTIVITIES

The following table shows, for each learning activity: i) the total time the student will spend; ii) the course policy about the use of Artificial Intelligence (AI) in that activity.

Campus-based mode:

Learning activity	Number of hours	Use of AI
Lectures	12.5 h	Allowed
Guided studies, practical exercises and problem-solving	50 h	Promoted
Presentation of projects	25 h	Allowed
Team work	25 h	Allowed

Independent study/work	150 h	Promoted
Tutorials, academic monitoring and assessment	37.5 h	Allowed
TOTAL	**300 h**	

Further details about the use of IA policy will be published through the virtual campus platform once the course has started

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
Exercise 01	10 %
Exercise 02	15 %
Exercise 03	75%

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 first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

To pass the course in the first exam period you should come to class, do all submissions and be active part of the group. It is continuous evaluation, evaluation will be done along the semester through submissions, public presentations and crits.

It is mandatory to pass the course in the first exam, the submission of all the works and at least 80% of class attendance.

Pass grade is a minimum of 5.

7.2. Second exam period

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

To pass the course in the second exam period there are two options: "continuous" and "global"

CONTINUOUS option is ONLY possible if the student grade in the exam period was equal or higher than 4.0. In this case, it is possible to continue and complete the work developed in class. The student must submit the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor.

GLOBAL option, for those students that dropped the course or obtained a final grade lower than 4.0 in the first exam period, is an exam /new work developed during exam weeks.

8. SCHEDULE

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

Assessable activities	Deadline
Exercise 01 final submission	Week 3
Exercise 02 final submission	Week 8
Exercise 03 final submission	Week 15

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:

- AA.VV.: Verb “Crisis”, 2008.
- AA.VV.: (DÍAZ y Gª GRINDA, ed.): Breathable. 2009.
- ÁBALOS, Iñaki: Naturaleza y artificio: El ideal pintoresco en la arquitectura y el paisajismo contemporáneos, 2009.
- CLEMENT, Gilles: Manifiesto del tercer paisaje, 2004.
- DAVIS, Mike: City of Quartz, 2006.
- DEBORD, Guy: Situationist International, 2002.
- GARCÍA-GERMÁN, Jacobo: Estrategias operativas en arquitectura, 2012.
- JAQUE, Andrés: Eco-ordinary. Codes for everyday architectural practices, 2011.
- KAIJIMA, MOMOYO (Atelier Bow-Wow): Made in Tokyo, 2001.
- KOOLHAAS, Rem: Preservation is overtaking us, 2014.
- KOOLHAAS, Rem: Countryside, 2012.
- LACATON, VASSAL y DRUOT: Plus. La vivienda colectiva. Territorio de excepción, 2007.
- LEVI-STRAUSS, Claude: El pensamiento salvaje, 1962.
- MITCHEL, William J: e-topia, 2000.
- MONEO, Rafael: Inquietud teórica y estrategia proyectual, 2005.
- MORTON, Timothy: The Ecological Thought, 2010.

- PRICE, Cedric: Re:CP, 2002.
- RORTY, Richard: Contingency irony and solidarity, 1989.
- SENNETT, Richard: El artesano, 200

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.

PLAGIARISM REGULATION

In accordance with the current student disciplinary regulations at Universidad Europea:

- Plagiarism, in full or in part, of intellectual works of any kind, is considered a very serious offense.
- Very serious offenses relating to plagiarism and the use of fraudulent means to pass assessment tests shall result in exclusion from the exams for the relevant period, as well as the inclusion of the offense and its details in the student's academic record.

USE OF IA REGULATION

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses is permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.

DISCLAIMER

If there are doubts regarding the authorship of the submitted material, even within the AI usage policy of the subject, the teacher reserves the right to request additional observation to verify and properly control the origin of the produced work and to ensure that the expected learning outcomes have been duly achieved.

APPENDIX: DESCRIPTION FOR ASSESSMENT ACTIVITIES

Weight that each activity carries towards the final course grade.

Assessable activity	Assessment rubric	Weight (%)
Activity 1	• acquires a conceptual focus linked to baseline reality data and their physical, programmatic and contextual constraints. • evaluates, reflects and develops critical analysis of works and their context. • develops innovative and creative solutions. • applies representation systems properly • participates actively by raising appropriate questions	10 %
• Activity 2	• acquires a conceptual focus linked to baseline reality data and their physical, programmatic and contextual constraints. • understands the specific constrains and problematic of working in an urban scale. • evaluates, reflects and develops critical analysis of works and their context. • applies representation systems properly • participates actively by raising appropriate questions	15 %
Activity 3.1 (Part 3 first half)	• acquires a conceptual focus linked to baseline reality data and their physical, programmatic and contextual constraints. • evaluates, reflects and develops critical analysis of works and their context. • develops innovative and creative solutions. • uses technical resources to develop architecture for the project definition itself. • applies representation systems properly • participates actively by raising appropriate questions	70%
Activity 3.2 (Part 3 second half)	• participates actively in classes • develops his work in the classroom • presents his work in progress every week to the professors	5 %