1. BASIC INFORMATION

Course	Landscape and Spatial Planning Project
Degree program	Bachelor´s in the Fundamentals of Architecture
School	Arcuitecture, Engineering and Design
Year	Fifth
ECTS	6 ECTS
Credit type	compulsory
Language(s)	Spanish
Delivery mode	Face to face
Semester	Second
Academic year	2025-26
Coordinating professor	Lourdes Jiménez Garcinuño

2. PRESENTATION

Intervening in the field of landscape and spatial planning requires knowledge of the two areas from several points of view. For this, the syllabus will cover the idea of territory as the result of a long evolutionary process of mankind's relationship the physical environment in which the various forms of anthropisation applied to different spaces have given rise to different results of diverse viability. The ability to endure over time, the economic viability, and social cohesion, as well as maintaining ecological capital, will be analysed through the acquisition of knowledge on this living environment governed by geological and biological time in classes on theory and in an experiential way through observation and analysis developed in the exercises.

Likewise, student will develop the capacity to intervene in this complex field by use of instruments—legislation, forms of protection, etc.—that are available when drafting projects directed towards the management and protection of landscapes and territories. Environmental conditions and participatory processes are of special important in their elaboration.

The subject has been conceived this way from a theoretical and practical point of view. This places the student in a privileged position when faced with real scenarios and developing the capacity to resolve them by applying the knowledge and competences acquired in this course.

3. . COMPETENCIES

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

CB1: 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: Students can apply their knowledge to their work or vocation in a professional way and possess the skills that are displayed through the elaboration and defence of arguments and the resolution of problems in their field of study.

CB3 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 Students can communicate information, ideas, problems and solutions to both the specialist and non-specialist.

CB5 Students have developed the necessary learning skills to undertake further studies with a high level of autonomy.

General competencies: 1, 3, 7

CG1 Knowledge of the history and theories of architecture and the related arts, technologies and human sciences.

CG3 Knowledge of urban design, and the skills involved in the planning process.

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.

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 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.

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 competencies and tasks that are defined for projects of a certain scale, in which several disciplines converge. 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 both the aesthetic and technical demands. This competence includes critical reasoning and historical culture.

Specific competencies: 45, 47, 52, 53, 58, 62

CE45: Ability to design and execute urban layouts and town planning, gardening and landscape projects.

CE47: Ability to develop environmental, landscaping and environmental impact correction studies.

CE52: Knowledge of ecology, sustainability and the principles of conservation of energy and environmental resources.

CE53: Knowledge of the architectural, urban and landscaping traditions of Western culture, as well as their technical, climatic, economic, social and ideological foundations.

CE58: Knowledge of the methodological foundations of land management and urban planning.

CE62: Knowledge of the mechanisms of writing and managing urban planning at any scale.

Learning outcomes:

RA1: Evaluates the territory and landscape in an inclusive manner, from its cultural image to the ecological processes.

RA2: Characterizes the different foundations of the location, morphology and architecture of human populations in the territory.

RA3: Evaluates and proposes sectorial actions at the territorial scale from a comprehensive and inclusive approach.

RA4: Analyzes and understands the complexity of landscape intervention processes, fundamentally the inclusion of different approaches, their temporal development and the participation of the affected population.

RA5: Applies the knowledge acquired for the integral management of the territory, especially in its physical, structural, environmental and aesthetic aspects.

RA6: Manages and articulates the most common instruments for land management.

The table below shows the relation between the competencies developed during the course and the envisaged learning outcomes:

Competencies	Learning outcomes
CB1, CB2, CG1, CG3, CT1, CT10, CE52	RA1: Evaluates the territory and landscape in an inclusive manner, from its cultural image to the ecological processes.
CB5, CG1, CG2, CG7, CT2, CT3, CT10, CE45	RA2: Characterizes the different foundations of the location, morphology and architecture of human populations in the territory.

2, CB3, CB4, CG7, CT4, CT5, CT10, CE62	RA3: Evaluates and proposes sectorial actions at the territorial scale from a comprehensive and inclusive approach.
CB2, CB5, CG3, CT7, CT8, CE47	RA4: Analyzes and understands the complexity of landscape intervention processes, fundamentally the inclusion of different approaches, their temporal development and the participation of the affected population.
CB2, CB5, CG7, CT4, CT5, CT6, CE53	RA5: Applies the knowledge acquired for the integral management of the territory, especially in its physical, structural, environmental and aesthetic aspects.
CB4, CG3 CT1, CT6, CT9, CE58	RA6: Manages and articulates the most common instruments for land management.

4. CONTENTS

The contents of this subject are organised around three Learning Units (UA). The first unit is divided into three topics; the other two are divided into four topics each.

UA.1. ORGANIC STRUCTURE OF LANDSCAPE AND SPATIAL PLANNING.

Topic 1.1. The structure of landscape from its beginnings to contemporary times: reflections about the planning of the physical environment. Agrarian trilogy and landscape gradient. Entropy and anthropisation.

Topic 1.2. The systemic view: multidisciplinary analysis. The biophysical matrix of land: physiographic

Topic 2.1. International legislation: international rules (UNESCO, Charters, Recommendations). European territorial policy: European territorial planning; European Territorial Strategy, etc. The European Landscape Convention: landscape as perceived territory. Measures to be implemented.

Topic 2.2. Environmental protection: protected spaces and their classifications (international level/ local level). Environmental, cultural and scenic regulations. Environmental conditions and protections: ecological structures. Strategic environmental assessment: carrying capacity of living systems and ecological footprint.

Topic 2.3. The national reality: History and development. Urban planning: state legislation – sectorial, territorial, regional and municipal plans (PGOU, PE, etc.). Urban planning and land management laws: Cataloguing and master plans. Landscape units. Characterisation, assessment, dynamics of evolution. Case studies and possibilities.

Topic 2.4. Participatory processes in land use planning.

UA.3. METHODOLOGY FOR LANDSCAPE AND SPATIAL PLANNING PROJECT.

Topic 3.1. Project and strategy: steps and content. New lines of intervention: biophysical planning and sustainable development. The ecological variables in the context of climate change.

Topic 3.2 Territorial Project as a productive space. Relationship of existing productive processes (endogenous and exogenous). Relationship with pre-existing urban, anthropological and social infrastructures.

Topic 3.3. Material execution: infrastructures and their constraints -building materials, etc.- The living environment: knowledge and use of vegetal species, biotypes, morphological characteristics and criteria for choosing species. Outline for a plantation.

Topic 3.4. Integrated workshop

5. METHODOLOGY

The following are the different types of teaching and learning methodologies that will be applied:

Master classes
Guided studies, practical exercises, and problem-solving
Presentation of projects
Teamwork
Independent work
Tutorials, follow-up, and evaluations

6. ACTIVITIES

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

Type of activity	Number of hours	Use of AI
Master classes	25 h	Allowed
Guided studies, practical exercises and problem-solving	50 h	Allowed
Teamwork	25 h	Promoted
Independent work	17 h	Promoted
Tutorials, follow-up and evaluations	25 h	Not allowed
Presentation of projects	8	Not allowed
TOTAL	**150 h**	

Further details about the AI use policy will be published through the virtual campus platform one the course has started.

7. ASSESSMENT

The presentation of knowledge, procedures and independent study will be assessed individually along with the development of specific activities in each area.

Assessment is continuous and student evolution will be evaluated throughout the course through follow-up and work orientation, participation en debates and critique sessions, assessment of projects presented in group activities.

Assessment concludes with the acknowledgement of the level of learning achieved by the student and is expressed in numerical grades, in accordance with current legislation.

The following table shows the activities to be assessed, their respective assessment criteria, and the weight each activity carries towards the final course grade.

Activity	Criteria for assessment	Weight (%)
Activity 1	Xpress exercise related to the accumulated knowledge of the student	5 %
Activity 2	Territorial synthesis	10 %
Activity 3	Characterisation of the landscape unit	30 %
Activity 4	Definition of strategies	20 %
Activity 5	Exercise related to citizen participation	5 %
Activity 6	specific actions	30 %

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.

7.1. First exam period

To pass the course, you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course. **Attendance is mandatory**.

7.2. Second exam period

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

Any activities not completed or accepted must be submitted after being corrected by the professor.

8. SCHEDULE

This table shows the delivery deadline for each activity to be assessed in the course:

Activity to be assessed	Study units	Deadline
Activity 1: Xpress exercise related to the accumulated knowledge of the student	UA1. TOPIC 1. UA3.	Week 5
Activity 2: Territorial synthesis	UA1. TOPIC 3. UA3.	Week 4
Activity 3: Workshop: characterisation of landscape unit	UA1. TOPIC 2. UA3.	Week 8
Activity 4: Definition of strategies	UA2. TOPIC 1. UA3.	Week 10
Activity 5: Exercise related to citizen participation	UA2. TOPIC 2. UA3.	Week 12
Activity 6: Specific actions+ final delivery	UA2. TOPIC 3. UA3.	Week 16

This schedule may undergo modifications for logistical reasons. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The following is the recommended bibliography:

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VENTURI FERRIOLO, Massimo. *Etiche del paesaggio: il progetto del mundo umano*, Ed. Riuniti, Roma 2002.

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.