

1. BASIC INFORMATION

Course	Graduation Project
Degree program	Fundamentals in Architecture
School	School of Architecture, Engineering, Science and Computing - STEAM
Year	5
ECTS	12 ECTS (300h)
Credit type	Mandatory
Language(s)	Spanish / English
Delivery mode	In person
Semester	Second Semester
Academic year	2025/2026
Coordinating professor	Javier Mosquera González

2. PRESENTATION

The Graduation Project (TFG) is the course that provides students with the ability to integrate the knowledge and skills acquired throughout their studies. It represents the culmination of their undergraduate education and opens up a dual pathway: either embarking on a professional career or pursuing a Master's Degree for professional qualification.

To follow one path or the other, applied research on a personal project will allow students to conduct a reasoned critique of their own professional identity, interests, and skills, which they will use to face the next stage. This will be applied to specific research and its implementation in an architectural project. The course has a project-based nature alongside a research component and is carried out in a workshop format. Students must be able to articulate the knowledge they have acquired and access new information within the inherent uncertainty that comes with creating new knowledge.

Learning is based on the development of creative functions, which are essential to an architect's work, supported by principles of creativity, rationality, and rigor. In this regard, the use of architectural tools is encouraged, including logical discourse, graphic representation, and technical experimentation.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: Students must demonstrate that they possess and understand knowledge in their field of study, building on the foundation of general secondary education and further developed through the various disciplines studied in the Bachelor's Degree in Fundamentals of Architecture. This knowledge is typically at a level that, while based on advanced textbooks, also includes aspects involving insights from the forefront of their field of study.

- CB2: Students must be able to apply their knowledge to their work or vocation in a professional manner and possess the competencies typically demonstrated through the development and defense of arguments and the resolution of problems within their field of study.
- CB3: Students must have the ability to gather and interpret relevant data (typically within their field of study) to make judgments that include reflection on relevant social, scientific, or ethical issues.
- CB4: Students must be able to communicate information, ideas, problems, and solutions to both specialized and non-specialized audiences.
- CB5: Students must have developed the learning skills necessary to pursue further studies with a high degree of autonomy.

- CG1: To have knowledge of the history and theories of architecture, as well as the related arts, technologies, and human sciences.
- CG2: To understand the role of fine arts as a factor that can influence the quality of architectural design.
- CG3: To have knowledge of urban planning and the techniques applied in the planning process.
- CG4: To understand the challenges of structural design, construction, and engineering related to building projects, as well as the techniques for solving them.
- CG5: To have knowledge of physical problems, various technologies, and the function of buildings, ensuring they provide internal comfort and protection from climatic factors.
- CG6: To be familiar with industries, organizations, regulations, and procedures for translating designs into buildings and integrating plans into urban planning.
- CG7: To understand, through architectural design, the relationships between people and buildings, as well as between buildings and their environment, recognizing the need to relate buildings and surrounding spaces according to human needs and scale.

Cross-curricular competencies:

- CT1: Responsibility: Aptitude or ability to take on responsibility, being aware of the role that the architectural profession plays in society, particularly by developing projects that consider social and environmental factors.
- CT2: Self-confidence.
- CT3: Awareness of ethical values.
- CT4: Communication skills in the native language (whether oral or written) and in English, in accordance with the mission of the Universidad Europea de Madrid, covering any concept or specification relevant to the development of the regulated profession of Architect. This includes learning the specific vocabulary of the degree. This skill also encompasses the ability to manage information.
- CT5: Interpersonal understanding.
- CT6: Flexibility.
- CT7: Teamwork: Ability to work in teams of architects or in interdisciplinary teams (often with shared responsibilities), managing and planning workgroups, which are essential in the competency framework and workflow of a large-scale project that involves various disciplines. This skill includes interpersonal relationship skills and leadership abilities.
- CT8: Initiative and entrepreneurial spirit.

- CT9: Time planning and management: Ability to plan work while meeting deadlines and respecting the constraints imposed by budgetary factors and applicable construction regulations.
- CT10: Innovation and creativity: Creativity, imagination, and aesthetic sensitivity directed toward design, meeting both aesthetic and technical requirements. This competence includes critical thinking and historical culture.

Specific competencies:

- CE63: Development, presentation, and defense before a University Tribunal of an original academic work, carried out individually, related to any of the disciplines studied.

Learning outcomes:

- RA1: Understand and conceptually interpret the non-scientific, economic, and productive reality of contemporary society.
- RA2: Develop and design projects that address all scales of the formal ideation process, fulfilling a specific program while making optimal use of existing technological resources as key tools.
- RA3: Demonstrate the effective use of artistic resources derived from the specific domain of Art.
- RA4: Know how to utilize technological resources for the development of architecture, serving the project's design definition.
- RA5: Be able to solve spatial, formal, and technological challenges in a project based on principles of rationality and sustainability.
- RA6: Know how to communicate and express the ideas and concepts resulting from one's work through appropriate discourses, contemporary languages, and scales.
- RA7: Demonstrate the ability to communicate and express the ideas and concepts resulting from one's work through appropriate discourses, contemporary languages, and scales.

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

Competencies	Learning outcomes
CB1, CB3, CG1, CG2, CT6, CT9, CE63	RA1: Understand and conceptually interpret the non-scientific, economic, and productive reality of contemporary society.
CB1, CB4, CG3, CT3, CE63	RA2: Develop and design projects that address all scales of the formal ideation process, fulfilling a specific program while making optimal use of existing technological resources as key tools.
CB2, CG7, CT1, CT7, CT8, CT10, CE63	RA3: Demonstrate the effective use of artistic resources derived from the specific domain of Art.
CB5, CG1, CG2, CE63	RA4: Know how to utilize technological resources for the development of architecture, serving the project's design definition.

CB2, CG1, CG5, CG7, CT7, CE35, CE41, CE63	RA5: Be able to solve spatial, formal, and technological challenges in a project based on principles of rationality and sustainability.
CG4, CG5, Cg6, CT1, CT3, CT6, CT8, CE63	RA6: Know how to communicate and express the ideas and concepts resulting from one's work through appropriate discourses, contemporary languages, and scales.
CB1, CB4, CG6, CT2, CT4, CT5, CT9, CE63	RA7: Demonstrate the ability to communicate and express the ideas and concepts resulting from one's work through appropriate discourses, contemporary languages, and scales.

The Final Degree Project (TFG) must address the challenges posed at all scales and aspects—conceptual, graphical, and technical. By the end of the TFG, the student must be able to clearly and concisely present and defend before the external tribunal:

- Working hypothesis and its relevance within the current cultural and social context.
- Project references and existing research on the subject.
- Specific response applied to the proposed case study.
- Findings that can be applied to similar work scenarios.
- Potential future lines of work.

4. CONTENT

The TFG course combines the characteristics of both a studio-based subject and a research project.

The main objective of the course is for students to develop a propositional discourse related to Architectural Design, understanding it as the best tool for interpreting the anthropic environment. The work must go beyond the architectural project itself and its descriptive documents, transforming into a well-founded applied research.

The course will be structured around exploratory activities that help students grasp the argumentative dimension of an architectural project.

The Final Degree Project is developed within a studio environment, where the workshop dynamic brings value to both the individual and the group by allowing students to present and receive feedback at each stage of their work in a public setting. The process is structured into multiple stages to ensure a diverse range of individual TFGs.

The workshop will address the following general topics through various teaching resources (guest speakers, presentations, recommended visits, etc.):

New technologies and contemporary experiences applied to buildings.

Project responses to the contemporary economic landscape and emerging activities.

Alternative professional fields and specializations beyond building design (e.g., territorial planning, circular economy, etc.).

Project communication resources (graphic, audiovisual, and new formats).

Workshop Process & Stages

The workshop is structured into four stages, leading up to the final submission and defense before a tribunal:

E.1 Initiation

Within a defined time frame, students must develop a proposal with a clear position on a given problem from the workshop's general statement, achieving a level of definition equivalent to a preliminary project.

E.2 Development

The project will be developed to provide a cohesive response across different dimensions, addressing site context, general strategy, program, and technological implementation, reaching a level of definition equivalent to a basic project.

E.3 Intensification

A detailed definition of specific aspects addressed in the previous phase.

E.4 Specialization

The Final Degree Project will allow students to explore a personal field of interest, developing their project across all dimensions while focusing in-depth on one of the following areas:

Site Integration

Strategy

Program

Technology

5. TEACHING-LEARNING METHODOLOGIES

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

- Lecture-based teaching
- Case method
- Cooperative learning
- Problem-based learning
- Project-based learning
- Research-based learning
- Design-based research

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one, and the course policy about the use of artificial intelligence (AI) in that activity:

Campus-based mode:

Learning activity	Number of hours	Use of AI
• Lecture sessions	25h	-
• Directed work, practical exercises, and problem-solving	100h	Allowed with declaration in examples
• Presentation of works	25h	Not allowed
• Autonomous work	100h	Allowed with declaration
• Tutoring, academic monitoring, and evaluation	50h	-
• TOTAL	300h	

Online mode:

The modality is not offered.

7. ASSESSMENT

This subject is evaluated by a tribunal external to the teaching staff of the course. The professors will act as tutors and prepare an individualized report on the performance of each student, with the aim of providing context to the works presented to the tribunal, which will grade autonomously and independently.

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Project references and existing research on the subject.

Specific response applied to the proposed case study.

Findings that can be applied to similar work scenarios.

Potential future lines of work.

These five aspects will be evaluated by the tribunal, assessing each student's degree of:

Professional maturity and rigor: The student must demonstrate the ability to develop a project with professional quality standards, suitable to be presented to future employers as a portfolio and/or serve as the conceptual foundation for further development in the Master's program. The ability to cohesively address all dimensions of the project and the capacity to

intensify and deepen one of the workshop's lines of work to develop personal interests will be valued.

Skills, competencies, and knowledge as outlined in the Degree description, with a particular focus on oral, written, and graphical communication skills that the student must master. The sustainability competencies achieved by students will be evaluated based on how the TFG contributes to the **Sustainable Development Goals (SDGs)**. Similarly, the capacity for self-criticism and the research proposal arising from it will be valued.

Academic maturity: The student must demonstrate knowledge and mastery of general and specific sources and references, including the most significant authors in the field. The student must show the ability to process and reference these sources, authors, and works, and reach competent conclusions that contribute value to the discipline and have a direct impact on the proposals, helping to build a rigorous discourse as the basis for the project.

Additional elements that will be valued for excellence include:

Academic impact: It will be highly valued if the TFG results in a significant contribution that could lead to publication in conference proceedings, academic journals, or other thought forums in Architecture.

Social and professional impact: The project should aim for public visibility and utility, not just remain a formality. If possible, it should seek media attention, reinforce the student's personal brand, and attract the interest and documented support of professionals and organizations for the project.

Innovation: Ability to conceptualize, represent, and materialize an innovative and useful project. Ability to use graphic and audiovisual software innovatively for the project presentation.

Practical impact: Direct application of the work to the professional world, entrepreneurship, and cooperation will be highly valued, as well as its involvement with new communication formats in architecture.

All these aspects will be evaluated based on:

Content of the written, graphical, and audiovisual documentation of the TFG.

Documentation of the oral defense before the TFG Tribunal.

Defense of the project before the TFG tribunal.

The student will answer the relevant questions posed by each tribunal member. The student will have a copy of the project to consult in response to the tribunal's observations.

Below, the evaluation systems are outlined, along with their weight in the overall grade for the course:

Campus-based mode:

Assessment system	%
Introducing Research	0%
Initiation	0%
Development	0%
Intensification	0%
Specialization	0%
Submission and defense of the work. Jury	Jury 100%

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 ordinary session, the student must obtain a grade of 5.0 or higher out of 10.0 in the final grade of the course. The timely submission of the ongoing assignments throughout the course, as well as the minimum attendance and active participation in the classroom, will be a substantial part of the evaluation in the Tutor's Report, which will be submitted to the evaluating tribunal for their consideration.

7.2. Second exam period

Same conditions as in first exam period.

8. SCHEDULE

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

Assessable activities	Deadline
Introducing Research	W1
Initiation	W2-5
Development	W6-9
Intensification	W10-14
Specialization	W15-18
Submission and defense of the work. Jury	W19

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. BIBLIOGRAFÍA

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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.