Universidad de Navarra

Design studio VI (GEA)
Guía docente 2026-27

PRESENTATION

- **Degree**: Bachelor in Architecture Studies GEA
- **Module/Subject**: Project Module. Projects Subject. Department of Projects, Urbanism, Theory, and History
- **ECTS**: 7,5
- **Year, Semester**: 4th Year, 2nd Semeste
- **Type**: Mandatory
- **Faculty**:

Prof. Catedrático. D. Miguel Otxotorena Elízegui / jmo@unav.es (Responsable de la asignatura)

Prof. Dr. D. Víctor Larripa Artieda / vlarripa@unav.es

Prof. Dr. D. Carlos Labarta Aizpún / clabarta@unav.es

Prof. Dr. D. Antonio Cidocha Pérez / acidoncha@unav.es

- **Language**: English / Spanish
- **Classroom, Schedule**: Friday, 9:00-12:00 and 16:00-19:00. Room 3 / Workshop 4

The new Study Plan retains the naming conventions in the sequence of subjects classified as graphic courses within the degree, but it reformulates the traditional allocation for each academic year and converts the annual format into a semester-long course. Thus, the "Taller de Proyectos VI" becomes the last in the traditional series more directly focused on acquiring the practical skills necessary for design practice in the field of architecture.

This course is part of the academic program for the fourth year of the Bachelor's degree in Architecture Studies. It builds upon the introductory experience provided in the "Taller de Proyectos I and II" courses in the second year, and "Taller de Proyectos III and IV" in the third year. This introductory experience has evolved in the previous semester with "Taller de Proyectos V," guiding students toward project maturity. It aims to maintain continuity with these courses, intensifying and deepening the subject matter, which will continue into the fifth year of studies leading to the Bachelor's degree and is expected to culminate in the Final Project within the framework of the Master's in Architecture.

This course marks a key milestone, prior to the fifth-year specializations, in the consolidation of the fundamental skills necessary for developing the activities that form the core—directly or indirectly—of an architect's professional practice and the overall content associated with their qualification. It comprises 7.5 ECTS and belongs to the project module (Projects).

An integrated methodology is planned for teaching projects, sharing a single case study (located internationally or otherwise) with the other subjects and professors involved in the project process, particularly in relation to urban projects.

The course will be taught through:

- Physical, mandatory in-person classes (5 hours per ECTS). These include theoretical and methodological classes, public critiques of work, group instruction, case studies, etc. These sessions may be recorded or broadcast via Zoom for students who are unable to attend in person due to remote locations or different time zones.
- Non-mandatory instructional hours (5 hours per ECTS): individual or small group critiques, resolution of doubts, guidance on personal or group projects, etc. These will be held either in-person or via Zoom.

- These hours will be supplemented by time allocated for seminars and DPI.

LEARNING OUTCOMES (Competences)

BASIC COMPETENCES

BC02 Students must know how to apply their knowledge professionally to their job or career and have the skills that usually demonstrated by writing and supporting their arguments, and problem-solving within their area of study.

BC03 Students need to be able to gather and interpret relevant data (normally within their area of study) so that they can issue opinions that include reflection on relevant social, scientific or ethical topics.

BC04 Students are able to convey information, ideas, problems and solutions to specialist and non-specialist audiences.

BC05 Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

GENERAL COMPETENCES

GC04 Understand the structural, construction and engineering design problems associated with building design as well as the techniques for solving them.

GC05 Understand the physical problems, technologies and function of buildings so as to provide them with internal conditions of comfort and protection against the climate.

GC06 Understand the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

GC07 Understand the relationships between people and buildings, and between buildings and their environment, and the need to relate buildings and the spaces between them to human needs and scale.

SPECIFIC COMPETENCES

SC34 Ability to remove architectural barriers (T).

SC35 Ability to solve passive environmental conditioning, including thermal and acoustic insulation, climate control, energy efficiency and natural lighting (T).

SC37 Ability to conceive, practise and develop basic and implementation projects, sketches and pre-projects (T).

SC40 Ability to develop functional programmes for buildings and urban spaces (T).

SC41 Ability to take part in and conserve, restore and rehabilitate built heritage (T).

SC51 Adequate knowledge of methods relating to the study of social needs, quality of life, habitability and basic housing programmes.

SC59 Knowledge of civil, administrative, urban planning, building and industry regulations as they relate to professional performance.

SC60 Knowledge of feasibility analysis and monitoring and coordinating integrated projects.

SC67 Use of English, level B2, to a sufficient level for the sci

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PROGRAM

In line with its long tradition, the teaching program of the course is fundamentally built around the completion of a series of practical exercises by students, either individually or in groups, depending on the case. Their work is closely monitored by the teaching staff, who provide and suggest specific guidance through appropriate critical sessions, either individualized or collective. The analytical effort embedded in this periodic review aims to guide students. However, it primarily focuses on suggesting strategies, revealing hypotheses, and raising questions rather than proposing concrete answers. In this sense, it seeks to invite reflection and, ultimately, serve as an ideal forum for the introduction to the conceptual argumentation of architectural design.

At the same time, the critical sessions are accompanied by periodic seminars where relevant experiences drawn from the international contemporary architecture scene are analyzed. Knowledge of these is essential, as architecture is a cumulative discipline. This wealth of previous experience offers students a vision of a varied range of strategies, which becomes an inevitable reference when seeking effective tools for their own personal approach to design.

The students' work obviously constitutes the foundation of the teaching process. This work is carried out outside of class or in the workshop during the lecture hours that are not occupied by theoretical and critical sessions. However, this time is usually quite short compared to the demands of the exercises; it typically requires students to dedicate significant additional time for personal study and work beyond the scheduled hours.

The presentation of the work results in class is generally public. This approach is based on the firm belief in the added benefits of collective work and cooperative effort, as well as the effectiveness of the synergies and collective dynamics of the teaching unit. This is confirmed by the fact that the continuous presentation and critique of all the course exercises, the comparison of motivation levels, and strategic alternatives throughout the course are the best means of advancing students' training in critical analysis and helping them mature their own proposals and resources.

COURSE CONTENT DESCRIPTION:

Therefore, the teaching program is built around the aforementioned practical exercises. These exercises are related to situations relatively close to real-world professional conditions, albeit subject to a degree of abstraction. This abstraction is nuanced by the incorporation of relevant didactic guidance, adapted to the introductory nature of the course, which is the first in the series of Project courses in the degree. The exercises are carried out either in groups or individually, depending on the case, to enhance their pedagogical effectiveness. They address topics of varying scope and complementary intentions, ranging from the domestic scale to territorial perspectives, and relate to residential, institutional, and public uses, according to the following outline:

— Architecture and the natural environment, topography, and landscape intervention.

— Insertion of conventional program elements into predefined environments.

— Complex organizations and mixed uses in the urban scene.

— Critical redefinition of well-known architectural themes.

— Representativeness and iconic value in the context of the dialogue between architecture and the city.

— Form, function, and scale integration.

On certain occasions, specific projects will be accompanied by thematic seminars focused on the analysis and study of topics related to the proposed exercises. These will be organized with the aim of public presentations. Additionally, the dedication to completing these practical exercises will be complemented by a program of theoretical sessions delivered by the faculty, which follows the basic structure below:

— **First Semester, Theoretical Series I**: Basic arguments for developing project tasks in the field of architecture.

— **Second Semester, Theoretical Series II**: Reviews and methodological reflections in light of various approaches to contemporary architecture.

Thus, the course, beyond mere training and the sequence of practical exercises, is provided with a logical framework that structures the students' educational progress. This framework helps students organize the knowledge and skills they acquire and understand the logic of the exercises. The public or private critique of completed exercises represents an intermediate moment that seeks to link the general concepts presented in the theoretical lessons with the results of the students' own practice.

SCHEDULE:

Ordinary Call

The submission dates for the course exercises are as follows:

• **Exercise 01** – Friday, February 26, 2027

[PUBLIC HOUSING IN THE HISTORIC TOWN CENTRE OF PAMPLONA]

• **Exercise 02** – Monday, May 17, 2027

[PUBLIC BUILDING IN LAS MEDULAS, LEON]

Extraordinary Call

Extraordinary exercise on the officially reserved date.

FORMATIVE ACTIVITES

Total hours to be distributed: 187.5

Mark with an X the activity used in one column and indicate the dedicated hours in the other.

Activity Code	Description	Used (X)	Hours
AF1	Attendance and participation in theoretical in-person classes	X	12
AF2	Attendance and participation in practical in-person classes	X	24
AF3	Completion of supervised assignments (individual and group)	X	30

AF4	Participation in seminars	X	11.5
AF5	Participation in tutorials		
AF6	Independent study and personal work	X	110

EVALUATION

ORINDARY CALL

I. **Information on Evaluation Criteria:**

At the beginning of the course, the objectives and evaluation criteria, as well as the weight of the various activities in the final grade, will be communicated clearly and transparently.

II. **Assessment of Student Learning:**

The different exercises developed throughout the course are evaluated continuously, even if implicitly, through weekly submissions and a system of public critical sessions in which students have the opportunity to present the progress of their work. These critical sessions are organized to allow for weekly or bi-weekly reviews. As stated, this work is assessed by the faculty in these sessions, contributing to its improvement and development. The assessment consists of analysis, observations, suggestions, and recommendations, which are not meant to examine but rather to help students bring their work to a successful conclusion.

In addition, class participation is a mandatory requirement. Failure to present a project when called for public presentation will result in a penalty of -0.5 points on the current exercise's grade.

Each exercise ends with a final submission, which must include all the necessary graphic and material documentation required to fully understand the proposed project. All exercises must be submitted on the specified date and time; late submissions will not be evaluated. However, exceptions may be made for slight delays on the same day of submission, with a penalty of -1 point.

After the submission of each exercise, a selection of the most outstanding works will be made. The selected students will have the opportunity to present their work publicly in class, and this session will be considered part of the project's evaluation.

The exercises conclude with the submission deadlines, marking the end of the time dedicated to their development. The faculty formally evaluates the exercises after their final submission. This evaluation is numerical and results in a grade between 0 and 10, which is typically communicated to students two weeks after submission, following a thorough analysis of the work's maturity in light of the proposed objectives. This numerical grade is often accompanied by personalized comments or additional feedback, complementing the feedback provided weekly in the critical sessions.

In the case of group exercises, the grade applies equally to all members. The course is passed when the arithmetic average of all the exercises throughout the course reaches at least 5 on the numerical evaluation scale.

However, it should be noted that, given the progressive nature of the course's teaching, the final evaluation of the students' work will not depend solely on the partial grades obtained for each

exercise but also on the overall trajectory observed throughout the course and the level of proficiency demonstrated by the student at the end. This system requires that all exercises must be submitted on the specified date and time, without exception; otherwise, they will not be subject to partial evaluation.

The different project courses throughout the curriculum allow students to achieve progressively deeper understanding in project work. Each successive project workshop incorporates a higher level of development in terms of organization, composition, theory, construction, structure, or systems design. Therefore, the skills and knowledge acquired in previous projects are always re-examined in new exercises. While the curriculum is segmented into semester courses, final evaluations are done over short periods, but a student's maturity may become evident even if they haven't passed previous courses.

Important Note: The final presentation of each exercise is an inseparable part of the project submission. Therefore, public presentation of the project in "jury" format is mandatory to pass the course.

III. Important Conditions

- Both the **Interim Submission** and the **Final Presentation** of each exercise are considered an integral and inseparable part of the submission and project defense. Therefore, these public presentations of the project in a **"jury" format are mandatory**. Students who do not defend their project during the interim submission or at the aforementioned "jury" will not be eligible to receive a grade higher than **5/10** for that project.
- For the **weekly critiques**, an **Activity will be created on ADI**, where students will be required to upload their weekly progress. This documentation will be used for the public critiques in class and for **printed reviews in the studio**. If, during the course of the project, a student fails to upload their weekly work on **three or more occasions**, they will not be eligible to receive a grade higher than **5/10** for the project.
- **Note regarding the use of AI:** In recent academic years, there has been a growing use of AI for the production of images and renders. The teaching staff have encountered numerous cases in which the use of AI to produce or retouch images has resulted in a clear distortion of the context in which the project is located (e.g., changes to existing buildings surrounding a site) and significant alterations to the student's project (e.g., changes to the proportions of elevations, openings, or façade components).
- Students therefore have complete freedom to choose the tools they wish to work with, and **AI is undoubtedly one of them**. However, if the use of this tool results in the aforementioned distortions or alterations, the student will **automatically receive a grade of 4/10 for the projec**

IV. Final Grade

Each student's final grade in the course is based on the aforementioned numerical evaluation on a scale of 0 to 10. Students who do not achieve a grade of 5 will automatically be required to attend the extraordinary call for the course in the corresponding academic year (June).

V. Evaluation Criteria

In general, the evaluation criteria for exercises are entirely parallel to the work guidelines provided for their completion and are framed by the necessary attention to the globality criterion applied when stating the course's teaching objectives, which involve responding adequately to the multiple requirements from the various dimensions of the architectural project. Below is a list of guiding concepts that may help understand how the evaluation is determined:

1. **SITE IMPLEMENTATION**: Physical and functional integration, site intervention, exterior image, relationship with the surroundings.
2. **IDEA**: Presence of a unifying concept, intention, and overall coherence of the proposal.
3. **FUNCTION**: Satisfaction of the program requirements, space dimensions, congruence, and coordination of uses and circulations.

4. **FORM**: Resolution and coherence in terms of both aesthetic language and technical construction of the architectural form.
5. **DEFINITION**: Precision in design determination, and the quality and clarity of its graphic representation.

VI. Results (Final Grade):

In summary, the final grade for the course takes into account not only the final evaluation of the directed work but also attendance at theoretical and conference classes, as well as student participation in both theoretical and practical sessions and proposed seminars and conferences. The following percentage breakdown applies, with a passing grade requiring at least a 5 on half of the course's exercises

EXTRAORDINARY CALL

Students who do not pass the course in the ordinary call must take the corresponding exam during the extraordinary call. This exam will consist of a specific test on the dates set in the official exam calendar and must be completed entirely in the workshop.

In accordance with Article 5 of Royal Decree 1125/2003, the results obtained by students will be graded according to the following numerical scale from 0 to 10, with one decimal place, and an associated qualitative grade:

0-4.9: Fail (SS)

5.0-6.9: Pass (AP)

7.0-8.9: Good (NT)

9.0-10: Excellent (SB)

10: Honors (SB.MH)

As stated in the General Evaluation Regulations of the University of Navarra, approved in May 2019: "Undergraduate students who request it may be evaluated in the extraordinary call, even if they have passed the subject during that academic year. To do this, they must request to be included in the official list at least five days before the start of the examination period of that extraordinary call. The final grade of the subject will be the one obtained in the extraordinary call, even if it is lower than the one obtained previously."

Therefore, the grade obtained in the extraordinary call will be the final grade, regardless of the grade obtained in the ordinary call, and the student may even fail the subject if they do not pass or do not attend the exam.

Interested students must submit a request through Academic Management, selecting the option "extraordinary call: request to participate (undergraduate)", at least five days before the start of the exam period of that call.

Additionally, it is reminded that passing all the project workshops (from 2nd to 4th year) is essential to progress to the corresponding 5th-year courses.

EVALUATION SYSTEMS

(Indicate with an X the evaluation method used and specify the corresponding percentage)

Percentage Range	Evaluation Method	Used (X)	Percentage

10-20%	Attendance and participation in lectures, practical sessions, and master classes	X	10%
40-80%	Individual and group practical work	X	80%
5-10%	Oral defense of projects	X	10%
0-45%	Exams (midterms and finals)	x	0%

OFFICE HOURS

The professors will attend to the students on Fridays, outside of the scheduled class hours, and always by appointment arranged via email

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Prof. Dr. D. Víctor Larripa Artieda / vlarripa@unav.es

Prof. Dr. D. Juan Miguel Otxotorena Elízegui/ jmo@unav.es

BIBLIOGRAPHY

It is highly recommended to study the career and works of key figures in the international contemporary professional scene, starting with the great masters of modern architecture: Le Corbusier, Mies van der Rohe, Walter Gropius, Frank Lloyd Wright, Alvar Aalto, Arne Jacobsen, etc. The various monographic editions related to them, available in the Library, can be consulted. Regarding the attitudes and dispositions of those beginning their dedication to architecture, the following texts can also be recommended:

— A. MUÑOZ COSME, Iniciación a la arquitectura. La carrera y el ejercicio de la profesión, Reverté (colección Estudios Universitarios de Arquitectura), Barcelona 2004. Localízalo en la Biblioteca electrónico Localízalo en la Biblioteca impreso

— F.Ll. WRIGHT, “Al joven que se dedica a la arquitectura”, en El futuro de la arquitectura, Poseidón, Buenos Aires 1957, pp. 167-9 (“To the Young Man in Architecture”, en The Future of Architecture, Horizon Press, Nueva York 1953, pp. 217-9). Localízalo en la Biblioteca

— LE CORBUSIER, Cuando las catedrales eran blancas: viaje al país de los tímidos, Poseidón, Buenos Aires 1946 (Quand les cathédrales étaient blanches. Voyage au pays des timides, Plon, París 1937). Localízalo en la Biblioteca

— L.I. KAHN, Conversaciones con estudiantes, G. Gili, Barcelona 2002 (D. NGO ed., Louis I. Kahn: conversations with students, Architecture at Rice Publications y Princeton University Press, Nueva York 1998). Localízalo en la Biblioteca electrónico Localízalo en la Biblioteca impreso

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— A. DE LA SOTA, “Alumnos de arquitectura”, en Escritos, conversaciones y conferencias, G. Gili, Barcelona 2002 (texto publicado originalmente en Arquitectura, 9, septiembre de 1959, pp. 38-41). Localízalo en la Biblioteca electrónico Localízalo en la Biblioteca impreso

— R. KOOLHAAS, Conversaciones con estudiantes, G. Gili, Barcelona 2002 (S. KWINTER ed., Rem Koolhaas: conversations with students, Architecture at Rice Publications y Princeton University Press, Nueva York 1996). Localízalo en la Biblioteca

- Additionally, the course will provide, through the website, short to medium-length mandatory readings related to various aspects of project-based practice.a.