

**COURSE DATA****DATA SUBJECT****Code:** 33807**Name:** Town and Country Planning**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1318 - Degree in Geography and the Environment	Facultat de Geografia i Història	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1318 - Degree in Geography and the Environment	Land-use planning	COMPULSORY

**COORDINATION**

FARINOS DASI JOAQUIN

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**SUMMARY**

Objective is to develop an appropriate framework teaching-learning trough which student can understand basic principles of Spatial Planning and its relevance for an harmonic and sustainable development of spaces and societies living in, and differences, as opposite, regarding espontaneous not organized development. Students will achieve competencies to e eable to comprehensive spatial analysis, to right understanding; to right understanding of processes and principles of spatial planning; to apply spatial planning instruments; as well as to for proposal of creatives and innovating solutions to face territorial challenges and risks.

**General objective** is to achieve learning of theoretical basis of Spatial Planning as well as first identification of methods and instruments to put it in practice.

As specific objectives are the following:

- Recognizing and appropriate use of spatial planning basic concepts



- Meet how is Spatial Planning at several scales, from EU to regional and local levels.
- Be familiarized and eable to interpret Spatial Plannning normative and instruments (mainly plans) at several scales.
- Be able to put in relationship spatial Planning instruments with protected áreas, their confluencie or/and feasible integration among them.
- Regarding inter-scalar relationships, be eable to undersand multi-level relationships and the way (factors, drivers, limitants, barriers;) they perform and effects.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

None specified.

## COMPETENCES / LEARNING OUTCOMES

### 1318 - Degree in Geography and the Environment

Acquire basic knowledge for analysing and diagnosing public policies related to the geographical aspects of the environment.

Be able to communicate effectively with non-experts.

Be able to learn independently and show creativity, initiative and entrepreneurship. Be able to resolve unforeseen situations.

Be able to relate and synthesise cross-disciplinary territorial information.

Be able to work independently.

Be able to work in interdisciplinary teams.

Get acquainted with geographic information systems as a tool for learning about and interpreting the territory and the environment.

Have capacity for analysis and synthesis.

Have oral and written communication skills in one's own language and in a foreign language.

Have problem-solving skills and decision-making capacity. Be able to design and manage projects.



Have research skills.

Have skills for organisation, planning, management and assessment.

Learn about land-use planning.

Learn about methodology and fieldwork.

Learn about the time and space dimensions in the explanation of social, territorial and environmental processes.

Show commitment to the values of gender equality, interculturality, equal opportunities, universal access for people with disabilities, the culture of peace, democratic values and solidarity.

Show motivation for quality, responsibility and intellectual honesty.

## DESCRIPTION OF CONTENTS

### **1. Introduction to Spatial Plannin basics**

Introduction of Spatial Planning concept offering an operative definition of it for the student.

### **2. Open and evolutive character of Spatial Planning and practice**

Evolution of Spatial Planning concept until current situation. Inventory of diverse approaches for Spatial Planning according with several particular contexts and traditions.

### **3. Spatial Planning from Plan as instrument to New Territorial Governance as method. Stakeholders involved.**

From Plan as way to concrete and develop spatial planning, and usual stakeholders and new practices, to new territorial governance and participation practices.

### **4. Spatial Planning at EU level**

Spatial Planning at EU level and by Member States; situation and perspectives.

Common issues of spatial planning practices among Spanish Autnomous Regions; role of Spanish



## 5. Spatial Planning in Spain

Government sectoral policies with territorial impact.

## 6. Spatial Planning in Valencian Autonomous Region

Origins and evolution of Spatial Planning in Valencian Autonomous Region. Current legal and instrumental framework.

## 7. Concepts and instruments for environmental planning

Chapter specifically focused on environmental planning concept and instruments. One identify particular concepts and current instruments at Valencian Autonomous Region level.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Other activities	15,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	32,00
Independent study and work	40,00
Preparation of lessons	12,00
Preparation for assessment activities	6,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

Subject includes both non-presence (60%) as well as presence activities (40% of students' dedication, equivalent to 60 hours). In the second ones are included all kind of activities requiring students' physical presence (classes, exams, tutor meetings...)

- Magisterial-teaching or participative-theoretical classes: 30 hours



- Practices classes: 15 hours

Complementary activities, field work and individual tutor meetings: 15 hours

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## EVALUATION

Evaluation system will be not only based in a final exam, but in a continuous evaluation. Final qualification will become by combining valorization of tasks and reports developed (including exercises and practices along course) together with results of other complementary activities such as seminars, conferences and exams, among other.

Model of evaluation will be adjusted to following criteria:

- Exam: 50 %
- Exercises and practices: 30%
- Other complementary activities: 20%

A minimum qualification of 4 (on 10) is required in all cases (exams, papers, reports, practices¿) in order to average all qualifications. If is not the case, evaluation of such convocatory will be: SUSPENSO. In this case for the next convocatory students only should (obligatory) to be evaluated again of parts in which their previous qualification was <4/10.

Qualification system will follow University of Valencia rules, approved by Consell de Govern in 27<sup>th</sup> January 2004. (According with Spanish law -RR.DD. 1044/2003 y 1125/2003)

The second call will evaluate the theoretical and practical criteria of the subject in the same way as in the first call.

## REFERENCES

### Basic

- BENABENT, M. (2012): Treinta años de ordenación del territorio en el estado de las autonomías. En Castañer, M. (ed.) El planejament territorial a Catalunya a inici del segle XXI, Barcelona, Societat Catalana d'Ordenació del Territori, 140-165.
- BURRIEL DE ORUETA, E.L. (2009): La planificación territorial en la Comunidad Valenciana (1986-2009). Scripta Nova. Rvta. Electrónica de Geografía y Ciencias sociales, vol. XIII, 306.
- FARINÓS, J. (2014): Ordenación del territorio desde la geografía. De renovaciones conceptuales, retos, amenazas y espacios de oportunidad. Polígonos nº 26. Revista de Geografía, editada por las Universidades



de León, Salamanca y Valladolid. Monográfico Geografía y Ordenación del Territorio: un panorama de nuevos desafíos. 17-58

- GARCÍA JIMÉNEZ, M.J. (2015): Coordinación entre el planeamiento territorial y urbanístico. Aproximación al caso valenciano. Valencia. IIDL-PUV, Colección Estudios y Documentos, nº 15. ISBN 9788437097046

- Benabent Fernández de Córdoba, M. (2022). Manual de planificación territorial. Ordenación del Territorio y Urbanismo. Valencia: Tirant lo Blanch.

#### **Additional**

- ALDREY, J. A, RODRÍGUEZ, R. (2010): Instrumentos de Ordenación del Territorio en España. En Rodríguez R. (coord.), Territorio: ordenar para competir. Oleiros (La Coruña). Netbiblo, 183-205.

- BENABENT, M. (2006): La Ordenación del Territorio en España. Evolución del concepto y de su práctica en el siglo XX. Sevilla, Universidad de Sevilla / Consejería de Obras Públicas y Transportes de la Junta de Andalucía. Colección Kora nº 16.

- FARINÓS, J. (2010): Evolución de la idea y de las prácticas de ordenación del territorio a nivel de la Unión Europea. Su influencia para España. En Rodríguez R. (coord.), Territorio: ordenar para competir. Oleiros (La Coruña). Netbiblo, 67-81

- NEL·LO, O. (2012): Ordenar el Territorio. La experiencia de Barcelona y Cataluña. Valencia. Tirant-Humanidades. Colección Crónica.

- Górgolas Martín, P. y Sainz Gutiérrez, V. (2022). El Plan General de Ordenación Urbanística. La instrumentación técnica de un proyecto de ciudad. Cádiz: Colegio Oficial de Arquitectos de Cádiz.