Curricular Unit Form

POLITÉCNICO DE PORTALEGRE

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Escola Superior Agrária de Elvas

Updated On	2024/02/05
Curricular Year / Period	2023/24 / S1
Course	Equiniculture
Curricular Unit	Projeto de Infraestruturas Hípicas
Language(s) of Instruction	Português Inglês

ECTS/tempo de trabalho (horas)

ECTS	Total	Horas de contacto semestral								
		T	TP	PL	S	TC	E	O	OT	EC
6	160	32	0	16	0	0	0	0	0	0

T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.

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Other teachers (GDPR consent) [complete name, email]	Susana Pelúcio Pimenta / pimenta1@ipportalegre.pt
Prerequisites [Curricular Units that must precede and specific entry competences]	No prerequisites.
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	This course unit aims to provide students with knowledge on the analysis of outdoor space projects considering the subsequent formulation of strategies for constructive implementation of the project; sources of creativity and conception methodologies, phasing and development of the Project. At the same time, it is intended that students acquire not only the inherent knowledge of the material aspects and construction techniques applied to the project (terrain modeling, materials, pavements, technologies, etc.) but also the ability to analyze, of AP. 1. Know and know how to use the nomenclature proper to this theme 2. Know how to identify the various technical parts of a project; 3. Know the main legislation applicable to the construction and management of public and private spaces; 4. Understand the main challenges and obstacles inherent in planning and design practice; 5. To develop a critical spirit regarding the analysis, revision and verification of projects; 6. Understand the necessary interaction between the different stakeholders of a project and the different planning scales.
Sustainable Developemnt Goals	
Syllabus	PART 1 - THE PREPARATION OF THE PROJECT 1. PHASED APPROACH - 1.1. Preliminary program and base program. 1.2. Previous study, project-base. 1.3. Execution project. 1.4. Project planning and coordination. 1.5. Technical assistance. 1.6. Final screens or project changes. 2. PROJECT METHODOLOGY - 2.1. Written parts. 2.1.1. Descriptive and justificative memory. 2.1.2. Terms of reference. 2.1.3. Measurement map. 2.1.4. Map of quantities. 2.1.5. Budget. 2.1.6. Budget summary. 2.2. Designed pieces. 2.2.1. Location / integration plan. 2.2.2. Topographic survey. 2.2.3. General layout plan. 2.2.4. Illustrative courts. 2.2.5. General modeling of the terrain and its modeling profiles. 2.2.6. Implantation: planimetry. 2.2.7. Implantation: altimetry. 2.2.8. Floor plan and lancis. 2.2.9. Planting of trees and seedlings. 2.2.10. Plant equipment, street furniture and reference of constructive details. 2.2.11. Irrigation network scheme. 2.2.12. Plant walls and stairs. 2.2.13. Pluvial drainage network scheme. 2.2.14. Illumination network scheme. 2.2.15. Constructive details.

	3. CONTEST PROCEDURE - 3.1. Organization of the competition. 3.2. Direct adjustment. 3.3. Proposals, award, contract and consignment. PART 2 - HYPIC EQUIPMENT AND INSTALLATIONS 4. CHARACTERISTICS OF THE FACILITIES - 4.1 - Stables and complementary areas 4.2 - Riding Stables and complementary areas 4.3 - External lanes 4.4 - Other installations. 5. EQUIPMENT - 5.1 - Complementary to the installation 5.2 - Activity specific 5.3 - Other equipment.
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	**1 - Teaching methodologies** The used teaching and learning methodologies, considering both the proposed class typologies and the intended evaluation, enable students to achieve in an adequate way the learning objectives recommended for the UC. Classes and evaluation will be conducted by means of distance learning due to restrictions imposed by the COVID 19 pandemic. RATING CRITERIA: (1) the clarity and objectivity of the texts, (2) the development, application and justification of the work based on both the requirements of the work and the knowledge acquired during the course of the work. discipline and (4) the graphic / visual quality of the elements presented. Important notes: The student can not have a rating lower than ten (10) values in any of the evaluation moments. Failure to comply with this condition implies failure to discipline. For each day of delay in the delivery of the works will be discounted one (1) value. **2 - Period assessment** Minimum mandatory frequency of 90% of class. The evaluation of students will be carried out through: a. Design - analysis of a riding center, considering the survey and analysis of the study area, as well as all the elements and functional areas existing and inherent to a project of this nature - 50% b. Test - 50% **3 - Examination assessement** The evaluation under consideration replaces components 2 and 3 (Assignment and Participation).
Bibliography	**1 - Main Bibliography** Blackburn, J. e Herman, B., 2013. Healthy Stables by Design: A Common Sense Approach to the Health and Safety of Horses. Corner, J., 2002. Origins of Theory (1990). In: Swaffield, S. (Ed.), Theory in Landscape Architecture: A reader. Pennsylvania Press, Philadelphia. pp.19-20. Hargreaves, G., 2007. Large Parks: A Designers Perspective. In: Czerniak, J. and Hargreaves, G. (Eds.), Large Parks. Princeton Architectural Press, New York. pp. 121-173. Masson, K., 2010. Stables: Beautiful Paddocks, Horse Barns, and Tack Rooms Hardcover. **2 - Complementary Bibliography**
Special Situations [Students with special status]	**1 - Period assessment - Students with special status** **2 - Examination assessement - Students with special status**