

## COURSE OUTLINE

### 1. COURSE INFORMATION

<b>SCHOOL</b>	School of Architecture		
<b>DEPARTMENT</b>			
<b>COURSE LEVEL</b>	Undergraduate		
<b>COURSE ID</b>	<b>REGPLAN</b>	<b>SEMESTER</b>	Winter
<b>COURSE TITLE</b>	Regional Planning		
<b>COURSE MODULES</b>		<b>INSTRUCTION HOURS PER WEEK</b>	<b>CREDITS</b>
<i>in the case of credits being awarded in distinct parts of the course eg. Lectures, Laboratory Exercises, etc. If credit units are awarded uniformly for the whole course, indicate the weekly hours of teaching and the total number of credits.</i>			
Lectures		3	
Tutorial Exercises		4	
<b>Total</b>		<b>7</b>	<b>6</b>
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in (4).</i>			
<b>COURSE TYPE</b>	General Knowledge		
<i>Background, General Knowledge, Scientific Area, Skills Development</i>			
<b>PREREQUISITES:</b>	-		
<b>INSTRUCTION/EXAM LANGUAGE:</b>	English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	EURECA-PRO LMS Moodle URL: <a href="https://moodle.eurecapro.tuc.gr/course/view.php?id=67">https://moodle.eurecapro.tuc.gr/course/view.php?id=67</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course describe the specific knowledge, skills and competences of an appropriate level that students will acquire after successfully completing the course.</i></p> <p><i>Refer to Appendix A.</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each course of study in line with the European Higher Education Area Qualifications Framework</i></li> <li>• <i>Descriptive Indicators of Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Learning Outcomes Writing Guide</i></li> </ul> <p>After completing this course, the students will be able:</p> <ul style="list-style-type: none"> <li>• To describe the fundamental concepts of regional planning</li> <li>• To recognize the main trends and forces in a region.</li> <li>• To understand spatial dynamics</li> <li>• To understand spatial regions competencies</li> <li>• To evaluate and propose regional I planning rules and policies that contribute to balanced development.</li> <li>• To analyze the spatial phenomena dynamics, their environmental and socio-economic parameters, the existing legislative framework, and planning practices in the European level.</li> <li>• To evaluate regional planning policies and strategies.</li> <li>• To understand the necessity of strategic regional planning as a public action and a social process of political coordination</li> <li>• To name examples of regional policies for territorial cohesion at European, national, regional, and local level.</li> </ul>
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- To manage at a theoretical and practical level the concept of spatial planning in the context of managing spatial change and spatial governance

#### General Competencies/Skills

*Considering the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and below), which one(s) the course enhances?*

*Search, analysis and synthesis of data and information, using the necessary technologies*

*Decision making*

*Autonomous work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Respect for diversity and multiculturalism*

*Respect for the natural environment*

*Demonstration of social, professional, and moral responsibility and sensitivity to gender issues*

*Exercise criticism and self-criticism*

*Promoting free, creative and inductive thinking*

The course enhances:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Decision making
- Autonomous work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional, and moral responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

### 3. COURSE SYLLABUS

According to the definition set out in the Charter of European Spatial Planning, regional planning expresses geographically the economic, social, cultural, and ecological policies of society. It is a scientific field, an administrative technique and a policy that was developed with the aim of balanced regional development and the physical organization of a territory. The aim of the Course is to introduce the basic principles and tools of regional planning focusing on the EU countries. The course introduces the student to critical knowledge of the characteristics and the complex structure of the territory, compare the different disciplinary approaches, define the structure and settlement patterns results from a combination of economic, social, cultural, and political dynamics. It analyzes the contemporary issues and current debates regarding regional policies, spatial planning system, spatial governance, environmental issues, urban transformation, rural and disadvantaged areas revival, sustainable development, cultural heritage management, disaster mitigation and urban risk management.

#### Course Outline

1. Introduction to Regional planning
2. Basic issues and terms of regional planning
3. The evolution of regional planning in the European Union
4. Islands Sustainable Development
5. Polycentric Territorial Structures and Territorial Cooperation
6. The mountainous areas of Europe
7. Regional strategies for industrial areas
8. Maritime Spatial Planning
9. Coastal areas regional planning
10. Spatial planning and governance
11. Tourism regional policies
12. Renewable energy resources in Regional Planning
13. Rural areas and regional planning

#### 4. TEACHING and LEARNING METHODS – ASSESSMENT

<b>LECTURE METHOD</b> <i>Face to face, distance learning, etc.</i>	Face to face and distance learning	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in Teaching, in Laboratory Exercises, in Communication with students</i>	ICT is used for lectures, additional material provision and communication with students.	
<b>TEACHING ORGANISATION</b> <i>Describe in detail the way and methods of teaching.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature review &amp; analysis, Tutoring, Practice (Placement), Clinical Exercise, Artistic Lab, Interactive teaching, educational visits, Project work, project, etc.</i>  <i>The student's study hours for each learning activity and the hours of non-guided study according to the ECTS principles are mentioned.</i>	<b>ACTIVITY</b>	<b>Workload per semester (in Hours)</b>
	Lectures	65
	Assignments	45
	Autonomous study	40
	<b>Course Total (25 hours' workload/ECTS credit)</b>	<b>6</b>
<b>ASSESSMENT METHODS</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Assignment, Clinical Examination of Patients, Artistic Interpretation, Other</i>  <i>Well defined student assessment criteria are mentioned. Mention whether and how the students can access them.</i>	After the end of each lecture, the students must write an essay development assignment related to the subject of the lecture. The assignments are described at the end of each presentation. During the semester the students must write 13 essay development assignments. The final grade is the average grade of the 13 assignments.	

#### 5. DIGITIZATION (use of tools & software)

No special tools and software are used/required.

#### 6. RECOMMENDED INTERNATIONAL LITERATURE

- Commission for Territorial Cohesion Policy and EU Budget, 2020, State of the art and challenges ahead for Territorial Impact Assessments, European Union and the Committee of the Regions
- Directorate-general For Internal Policies, Policy Department B: Structural and Cohesion Policies, 2016, Research For Regi Committee -Cohesion In Mountainous Regions Of The EU, European Parliament, <http://www.europarl.europa.eu/supporting-analyses>.
- European Commission, 2014, Promoting good governance European Social Fund thematic paper, Directorate-General for Employment, Social Affairs and Inclusion
- European Commission, 2023, A Green Deal Industrial Plan for the Net-Zero Age, OECD (2019), Regions in Industrial Transition: Policies for People and Places, OECD Publishing, Paris, <https://doi.org/10.1787/c76ec2a1-en>
- European Commission, 2021, A long-term Vision for the EU's Rural Areas - Towards stronger, connected, resilient and prosperous rural areas by 2040, [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_21\\_3162](https://ec.europa.eu/commission/presscorner/detail/en/IP_21_3162)
- European Committee of the Regions, Dallhammer, E., Gaugitsch, R., Neugebauer, W. et al., Spatial planning and governance within EU policies and legislation and their relevance to the New Urban Agenda, European Committee of the Regions, 2018, <https://data.europa.eu/doi/10.2863/0251>

- ESPON Report: Towards Better Territorial Governance in Europe, 2014  
[https://www.espon.eu/sites/default/files/attachments/ESPON\\_Governance\\_Handbook.pdf](https://www.espon.eu/sites/default/files/attachments/ESPON_Governance_Handbook.pdf)
- ESPON Policy Brief 2020, Polycentric Territorial Structures and Territorial Cooperation. Evidence input for Territorial Visioning: ESPON ET 2050: An Open and Polycentric European Territory, <https://www.espon.eu/topics-policy/publications/policy-briefs/polycentric-territorial-structures-and-territorial>
- ESPON Policy brief, 2020, Cross-fertilisation of cohesion policy and spatial planning, European Policies Research Centre; Zintis Hermansons and Gavin Daly – ESPON EGTC
- EU rural development policy Impact, challenges and outlook, 2021, European Parliament, [https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690711/EPRS\\_BRI\(2021\)690711\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/690711/EPRS_BRI(2021)690711_EN.pdf)
- Haase, D & Maier, A (2021), Research for REGI Committee – Islands of the European Union: State of play and future challenges, European Parliament, Policy Department for Structural and Cohesion Policies, Brussels.
- International Tourism Highlights, 2023 Edition – The Impact of COVID-19 on Tourism (2020–2022) Default Book Series. September 2023
- Plan Bleu, 2022, State of Play of Tourism in the Mediterranean, Interreg Med Sustainable Tourism Community project, [https://planbleu.org/wp-content/uploads/2022/11/EN\\_VF\\_stateoftourism\\_PLANBLEU.pdf](https://planbleu.org/wp-content/uploads/2022/11/EN_VF_stateoftourism_PLANBLEU.pdf).
- Post Jan C. and Lundin Carl G., 2016, Editors. Environmentally Sustainable Development Studies and Monographs Series No. 9. ESD. The World Bank,
- Priebes, Axel (2018): Regional planning. <https://nbn-resolving.org/urn:nbn:de:0156-559919023>
- Ramieri E., E. Andreoli, A. Fanelli, G. Artico and R. Bertaggia, 2014. Methodological handbook on Maritime Spatial Planning in the Adriatic Sea. Final report of Shape Project WP4 “Shipping Towards Maritime Spatial Planning”, issuing date: 10th February 2014. printed by Veneto Region
- Stead, Dominic & Nadin, Vincent. (2008). Spatial planning. Key instrument for development and effective governance with special reference to countries in transition.
- Territorial Agenda of the European Union 2020 Towards an Inclusive, Smart and Sustainable Europe of Diverse Regions, 2011, [https://ec.europa.eu/regional\\_policy/sources/policy/what/territorial-cohesion/territorial\\_agenda\\_2020.pdf](https://ec.europa.eu/regional_policy/sources/policy/what/territorial-cohesion/territorial_agenda_2020.pdf)
- UNESCO-IOC/European Commission, 2021, MSP global International Guide on Marine/Maritime Spatial Planning. Paris, UNESCO. (IOC Manuals and Guides no 89), <https://unesdoc.unesco.org/ark:/48223/pf0000379196>
- Wu, B., Morrison, A.M. (2016). Planning. In: Jafari, J., Xiao, H. (eds) Encyclopedia of Tourism. Springer, Cham. [https://doi.org/10.1007/978-3-319-01384-8\\_147](https://doi.org/10.1007/978-3-319-01384-8_147)

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