

5/6S_ON_Digital production

Qualification: Degree in Higher Artistic Education in Design in the specialties of graphic design, interior design, fashion design and product design.

Subject: Workshop on applications, techniques and resources

Type: Optional

Credits: 3 ECTS

Total hours: 75 h

Course: 3

Hours/week: 4,7 h

Semester: 5/6

Face-to-face hours/week: 2 h

Language in which it is taught: Catalan / Spanish

Self-employed hours/week: 2,7 h

Prerequisites:

1. Presentation of the subject

This elective introduces new production technologies to students from different specialties. The 3D printing system, through a technique called additive manufacturing, which is increasingly widespread, allows the designer to become a maker and execute their own designs.

The subject is practical in nature and the main objective is that they can develop their own objects from models created by themselves. That is, to convert a digital model into a solid three-dimensional object. The technical vision of the behavior of form, matter and space is what will give students the ability to solve problems and make technical decisions in their design proposals. To complete this training, they also work with the laser cutter that allows cutting or engraving on different surfaces and materials.

2. Course contents

Theoretical or scientific bases. Nature and behavior of materials.

Current, experimental and innovative trends with application to design in 3D printing and laser cutting.

Our materials.

Alternative manufacturing trends. DIY culture.

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3. Skills worked on in the subject(Real Decret 633/2010)

Transversal skills		Subject	Subject
CT-01	Organize and plan work in an efficient and motivating way.	X	X
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.	X	X
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.	X	X

General skills		Subject	Subject
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.	X	X
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.	X	X
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.	X	X

Specific Graphic Design skills		Subject	Subject
GRA-02	Master the formal resources of expression and visual communication.	X	X

Specific Interior Design skills		Subject	Subject
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design	X	X

Specific Fashion Design skills		Subject	Subject
MOD-03	Learn about the characteristics, properties and behavior of materials used in the different areas of fashion design.	X	X

Specific Product Design Skills		Subject	Subject
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems	X	X

4. Subject learning outcomes

RA	Description of the learning outcome	Skills
RA-01	Demonstrates through samples knowledge of the properties of materials, as well as their relationship with the environment and the user.	INT-07, MOD-03, PRO-07
RA-02	Distinguishes different materials and relates them to suitable and efficient manufacturing techniques.	CG-01, INT-07, MOD-03, PRO-07

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RA-03	Relate the importance of materials to the suitability of design products.	CG-18, CT-03, CT-16
RA-04	Plan and organize work in an efficient and understandable way.	CT-01, CG-05,

5. Teaching methodologies applied to the subject

Code	Typology	Description	Apply
MD1	Conference and/or master class	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.	AF 1, AF 2, AF3
MD5	Workshops and/or internships	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.	AF 1, AF 2, AF3
MD6	Presentations and/or defenses	Publicly presenting the results of a work, project or research in front of an audience.	AF 1, AF 2, AF3
MD8	Project work	Project or problem based on the real or professional world that needs to be solved independently or in a group.	AF 1, AF 2, AF3
MD9	Guided practice	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.	AF 1, AF 2
MD11	Collaborative work	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.	AF 1, AF 2
MD14	Others	Visits to digital manufacturing centers and material libraries	AF 1, AF 2

6. Training activities of the subject

Code	Description	Duration	Weighting
AF1	Collection of individual practical exercises of little complexity, based on 2D drawing and 3D modeling in order to then move on to the production phase using the 3D printer, and/or other digital technologies.	4-8 weeks	25-50%
AF2	Experimentation with laser cutting based on the creation of a pop-up postcard resulting in a three-dimensional space, or with the multilayer technique. Creation of a more complex object at a given scale, in the event that the class group is reduced (5 people).	4-8 weeks	25-50%
AF3	Teamwork to create a large-format piece of high complexity using the 3D printing system, laser cutting, or other digital manufacturing technologies. Paying special attention to the lace.	4-8 weeks	25-50%

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7. Evaluation systems

Due to their typology and educational program, all subjects in the ESDAPC undergraduate design studies include continuous assessment as a procedure to regulate and qualify the learning achieved by students during the semester.

In the event of not achieving the level of sufficiency in the evaluation activities within the closing milestones set out in the subject's schedule, the activities not passed may be corrected and/or completed within the recovery procedure defined by the teaching staff in their schedule.

7.1. Continuous evaluation

General evaluation criteria

The ESDAPC sets some **general evaluation criteria** which are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- Subject grading: A weighted average of the grades obtained in each of the training activities will be made in accordance with the percentages described in the teaching guide and classroom schedule. The subject will be passed with a grade of 5.0 (Pass). All assessment activities can be corrected and/or completed within the recovery procedure within the continuous assessment that the teaching staff defines in their classroom schedule.
- Class attendance is essential in order to guarantee that learning is progressive, flexible and allows feedback and adjustments in its achievement within the continuous assessment. For this reason, class attendance is mandatory. The teaching staff establishes the mechanisms to control it. The student who does not attend a minimum of 80% of the face-to-face hours of the subject loses the right to continuous assessment and may present for remediation outside of the continuous assessment defined in the teaching guide and classroom schedule for the subject. In cases of serious absenteeism, with attendance of less than 60% of the face-to-face hours of the subject, the student will lose the right to be evaluated and will have a grade of "Not Presented".
- The ability to organize and plan tasks is part of the learning outcomes that the student must achieve within the training process, therefore the deliverables of the evaluation activities must conform to the deadlines, the format and contents defined in the activity statement in order to be qualified. Activities submitted after the deadline, format and/or minimum content will be considered outside the continuous assessment process, will not be evaluated within it and will have to be resubmitted as a recovery.
- In the event of a submission or exam coinciding with a force majeure situation, the student may request to submit an activity after the deadline or repeat an exam, without being considered out of continuous assessment. This submission or exam will be carried out according to the conditions and calendar determined by the teaching staff.

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- Force majeure is understood to mean: serious illness or temporary incapacity (hospitalization) of the student or a first-degree relative, coincidence with an official language level or driving license exam, inexcusable duties before the administration or death of a first- or second-degree relative must be requested in an argued and justified manner in the form of [generic application](#), addressed to the campus management, and must necessarily include the original with a stamp of the document proving the major cause alleged.
- The evaluation process is based on the student's personal work and presupposes the authenticity of the authorship and originality of the exercises carried out. Any act of copying and/or plagiarism or irregular use of Artificial Intelligence (AI) will result in the immediate and irrevocable suspension of the assessable activity, without the right to recovery.

However, and without contradicting these general criteria, each teacher may define other specific complementary conditions, which must be informed and published in writing at the beginning of the course to all students enrolled in their subject.

These complementary conditions cannot in any case result in a penalty or limitation of the qualification of an activity, nor the loss of the right to recover an activity.

Specific evaluation criteria within continuous evaluation

- Ability to develop an original and functional element in the use of digital manufacturing technologies. (20-40%). RA-01, RA-02 and RA-03.
- Ability to prepare designs and adapt them to the requirements and particularities of each process. (20-40%). RA-01, RA-02, RA-03 and RA-04.
- The use of different technologies to create unique and attractive elements that take advantage of the aesthetic and functional characteristics of each process. (10-30%). RA-02 and RA-03.
- Degree of difficulty of realization and level of manufacturing quality of the pieces. (10-30%). RA-01
- Clarity and order of the dossier with respect to the graphic composition and the quality of the images that illustrate the processes and the final result. (10-25%). RA-04.
- Time management and degree of autonomy in the printing process and problem management. (10-25%). RA-04.

Evaluation instruments within continuous evaluation

- Rubrics.
- Application exercises.
- Individual and/or group feedback: written or oral.
- Direct observations.

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7.2. Recovery

General recovery criteria

The ESDAPC sets general recovery criteria that are common to all teaching guides, without prejudice to the specific evaluation and grading criteria of each subject:

- The ESDAPC provides for a single recovery per activity. The recovery of suspended activities will be done within the deadlines defined by the teaching staff in their teaching guide and classroom schedule within the same semester. In the event that the teaching staff has not established a recovery calendar, the student may submit the recovery activities during the last school week of the semester.

Specific recovery criteria within continuous assessment

The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Specific recovery criteria outside of continuous assessment

The physical pieces must be submitted within the recovery deadlines established by the teachers, whether manufactured at school, if possible due to organization and timing, or to external services. The cost will be borne by the student.

The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Subject recovery instruments outside of continuous assessment

- Application exercises.
- Complementary exercises / extension activities.

8. Educational care within the framework of an inclusive education system

This Teaching Guide takes into account educational care within the framework of an inclusive educational system that includes two reference frames that support it:

- MISU: Universal Measures and Supports to promote personal and social development in equity and equality.

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- DUA: Universal Learning Design, which allows flexible learning situations to be created based on a design that detects and minimizes the barriers of the context, from the beginning, and that considers variability.

However, to ensure freedom of thought and opportunities in relation to the gender perspective, a co-educational dynamic is carried out that avoids the predisposition of differential treatment, role attributions or assumptions of abilities determined by gender.

The MISU and DUA will be applied to all ESDAPC students. Those students in need of additional measures and support will be included through an Individualized Support Plan.

9. Copying, plagiarism, and academic honesty

From a legal point of view, plagiarism is an infringement of copyright.

The ESDAPC NOFC describes in section 5.4 irregular conduct in the evaluation procedure, which includes copying or plagiarism in any academic activity.

10. Use of Artificial Intelligence (AI)

The ESDAPC recognizes the value of Artificial Intelligence (AI) in the educational field, while highlighting the risks it entails if it is not used ethically, critically and responsibly. The use of AI in the teaching and evaluation context is governed by the principles, criteria and recommendations established in the ESDAPC Guide to the Ethical and Responsible Use of Artificial Intelligence, which constitutes the institutional reference document in this matter.

In this sense, in each assessment activity, students will be informed about the AI tools and resources that can be used and under what conditions, recommending their use as an assistance tool during the research, analysis or conceptual exploration process, but not as a replacement for their own work or professional judgment.

For their part, students undertake to follow the instructions of the ESDAPC when carrying out the assessment activities, as well as the criteria included in the Guide for the Ethical and Responsible Use of AI. Within this framework, students must transparently cite the AI tools used and explicitly identify texts, images or other content generated with AI systems, which may not be presented as their own production.

Misuse of Artificial Intelligence can seriously affect the evaluation of assessment activities. In case of doubt, it is recommended that students consult the teacher responsible for the subject before submitting.

The specifics of the use of Artificial Intelligence in each subject—including the authorized tools, conditions of use and associated evaluation criteria— will be defined in the classroom programming, where teachers will contextualize the Teaching Guide and the Guide for the Ethical and Responsible Use of AI based on the objectives, skills and methodologies of the subject.

In all cases, students are responsible for any possible errors, omissions or biases that may be generated by the Artificial Intelligence used in the work process.

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11. Sources of information and teaching resources

Basic bibliography

- David A. Carter "Elements of Pop-up" ISBN 978-84-9825-435-8
- Redwood, B., Schöffner, F., i Garret, B. (2017). The 3D Printing Handbook: Technologies, design and applications. (?): 3D Hubs B.V.
- 3dHubs. (2019). Knowledge Base. Retrieved September 20, 2019, from <https://www.3dhubs.com/knowledge-base>
- The Magic of Paper. Cutting and folding for Pop-Up designs.
- 3D Printing. Sergio Gómez González. Ed. Marcombo 2016
- Grasshopper for Rhinoceros and 3D printing. Sergio Gómez González-Jordi Torner Ribé. Ed. Marcombo 2016

Reference bibliography and other resources

Project repositories

- www.thingiverse.com
- www.printables.com
- www.instructables.com
- www.cults3d.com

Knowledge

- <http://winterdienst.info/50-digital-wood-joints-by-jochen-gros/>
- www.morfologiadigital.blogspot.com
- www.control3d.net

Services

- www.asorcad.es/servicios/impresio3d/
- <http://eceleni.es/>
- <http://innou.eu/>
- <https://www.tinkercad.com/>

Producers

- www.mediodesign.com
- www.dukedoks.com
- <https://n-e-r-v-o-u-s.com/projects/3dprinting/>
- www.laboeasd.wordpress.com

Institutions dedicated to projects with digital production

- www.iaac.net
- www.fablab.org

Audiovisuals

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12. Training activity sheets

ACTIVITY 1	Duration: 4-7 weeks	Weighting: 25-50%
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Description of the activity

Collection of individual practical exercises of little complexity, based on 2D drawing and 3D modeling in order to then move on to the production phase using the 3D printer, and/or other digital technologies. Theoretical or scientific bases. Nature and behavior of materials.

LET'S BREAK THE ICE

Carrying out basic level work: experimentation with different digital manufacturing technologies. Individual or group work, depending on the number of students.

Contents

Current, experimental and innovative trends with application to design in 3D printing and laser cutting.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in different areas of fashion design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems.

Applied teaching methodologies

MDI	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
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MD5	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.
MD6	Publicly presenting the results of a work, project or research in front of an audience.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD11	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD14	Visits to digital manufacturing centers and material libraries

Learning outcomes

RA-01	Demonstrates through samples knowledge of the properties of materials, as well as their relationship with the environment and the user.
RA-02	Distinguishes different materials and relates them to suitable and efficient manufacturing techniques.
RA-03	Relate the importance of materials to the suitability of design products.
RA-04	Plan and organize work in an efficient and understandable way.

Evaluation instruments within continuous evaluation

- Rubrics.
- Application exercises.
- Individual and/or group feedback: written or oral.
- Direct observations.

Specific recovery criteria within continuous assessment

The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The physical pieces must be submitted within the recovery deadlines established by the teachers, whether manufactured at school, if possible due to organization and timing, or to external services. The cost will be borne by the student.

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The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Recovery instruments outside of continuous assessment

- Application exercises.
- Complementary exercises / extension activities.

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ACTIVITY 2	Duration: 4 - 8 weeks	Weighting: 25-50%
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Description of the activity

THE USEFUL OBJECT

Experimentation with laser cutting based on the creation of a pop-up postcard resulting in a three-dimensional space, or with the multilayer technique.

Creation of a more complex object at a certain scale, in the event that the class group is small (5 people).

Contents

Theoretical or scientific bases. Nature and behavior of materials.

Current, experimental and innovative trends with application to design in 3D printing and laser cutting.

Alternative manufacturing trends. DIY culture.

Skills

CT-01	Organize and plan work in an efficient and motivating way.
CT-03	Solve problems and make decisions that meet the objectives of the work being carried out.
CT-16	Use the means and resources at your disposal responsibly towards cultural and environmental heritage.
CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
GRA-02	Master the formal resources of expression and visual communication.
INT-07	Know the characteristics, physical and chemical properties and behavior of the materials used in interior design.
MOD-03	Learn about the characteristics, properties and behavior of materials used in different areas of fashion design.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems.

Applied teaching methodologies

MD1	The teacher presents and transmits knowledge to the entire group of students, the student has a passive role, that of a receiver.
MD5	Carrying out practical activities applied in a controlled environment, oriented towards learning through experience and/or the transfer of theoretical knowledge to real or simulated situations.

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MD6	Publicly presenting the results of a work, project or research in front of an audience.
MD8	Project or problem based on the real or professional world that needs to be solved independently or in a group.
MD9	The teacher presents and transmits theoretical knowledge applied to practical activities that take place in the classroom. The teacher guides, supervises and gives active feedback during the practice.
MD11	Joint construction of knowledge through interaction and collaboration between students. The teacher has a guiding and dynamizing role.
MD14	Visits to digital manufacturing centers and material libraries.

Learning outcomes

RA-01	Demonstrates through samples knowledge of the properties of materials, as well as their relationship with the environment and the user.
RA-02	Distinguishes different materials and relates them to the appropriate manufacturing techniques.
RA-03	Relate the importance of materials to the suitability of design products.
RA-04	Plan and organize work in an efficient and understandable way.

Continuous evaluation

Specific evaluation criteria within continuous evaluation

- Ability to develop an original and functional element in the use of digital manufacturing technologies. (20-40%). RA-01, RA-02 and RA-03.
- Ability to prepare designs and adapt them to the requirements and particularities of each process. (20-40%). RA-01, RA-02, RA-03 and RA-04.
- The use of different technologies to create unique and attractive elements that take advantage of the aesthetic and functional characteristics of each process. (10-30%). RA-02 and RA-03.
- Degree of difficulty of realization and level of manufacturing quality of the pieces. (10-30%). RA-01
- Clarity and order of the dossier with respect to the graphic composition and the quality of the images that illustrate the processes and the final result. (10-25%). RA-04.
- Time management and degree of autonomy in the printing process and problem management. (10-25%) RA-04.

Evaluation instruments within continuous evaluation

- Rubrics.
- Application exercises.
- Individual and/or group feedback: written or oral.
- Direct observations.

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Specific recovery criteria within continuous assessment

The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Recovery outside of continuous assessment

Specific recovery criteria outside of continuous assessment

The physical pieces must be submitted within the recovery deadlines established by the teachers, whether manufactured at school, if possible due to organization and timing, or to external services. The cost will be borne by the student.

The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.

In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Recovery instruments outside of continuous assessment

- Application exercises.
- Complementary exercises / extension activities.

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ACTIVITY 3	Duration: 4 - 8 weeks	Weighting: 25-50%
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PIECE OF PIECES.

Creation and realization of a free object on a real scale.

Teamwork to create a large-format piece of high complexity using the 3D printing system, laser cutting, or other digital manufacturing technologies, paying special attention to the fit.

Contents

- Theoretical or scientific bases. Nature and behavior of materials.
- Current, experimental and innovative trends with application to design in 3D printing and laser cutting.
- Our materials.
- Alternative manufacturing trends. DIY culture.

Skills

CG-01	Conceive, plan and develop design projects in accordance with technical, functional, aesthetic and communicative requirements and conditions.
CG-05	Act as mediators between technology and art, ideas and purposes, culture and commerce.
CG-18	Optimize the use of the resources necessary to achieve the planned objectives.
PRO-07	Know the characteristics, physical and chemical properties and behavior of the materials used in the design of products, services and systems

Applied teaching methodologies

MD1	Conference and/or master class
MD5	Workshops and/or internships
MD6	Presentations and/or defenses
MD8	Project work

Specific recovery criteria within continuous assessment

- Ability to develop an original and functional element in the use of digital manufacturing technologies. (20-40%). RA-01, RA-02 and RA-03.
- Ability to prepare designs and adapt them to the requirements and particularities of each process. (20-40%). RA-01, RA-02, RA-03 and RA-04.
- The use of different technologies to create unique and attractive elements that take advantage of the aesthetic and functional characteristics of each process. (10-30%). RA-02 and RA-03.
- Degree of difficulty of realization and level of manufacturing quality of the pieces. (10-30%). RA-01

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- Clarity and order of the dossier with respect to the graphic composition and the quality of the images that illustrate the processes and the final result. (10-25%). RA-04.
- Time management and degree of autonomy in the printing process and problem management. (10-25%). RA-04

Recovery outside of continuous assessment

- The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.
- In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Specific recovery criteria outside of continuous assessment

- The physical pieces must be submitted within the recovery deadlines established by the teachers, whether manufactured at school, if possible due to organization and timing, or to external services. The cost will be borne by the student.
- The recovery works have the same evaluation criteria as those presented on the regular date, but with changed weightings, since there are parts that cannot be evaluated in recovery, such as the planning and organization of the archives and their execution.
- In the case of activities that are experiences that occur in a single day and cannot be repeated, these will be recovered with alternative work.

Recovery instruments outside of continuous assessment

- Application exercises.
- Complementary exercises / extension activities