



## Teaching Guide

| Teaching Guide           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       |           |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------|-----------|
| Identifying Data         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       | 2020/21   |
| Subject (*)              | Advanced building systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        | Code                                  | 670526005 |
| Study programme          | Mestrado Universitario en Edificación Sostible (Plan 2017)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                       |           |
| Descriptors              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       |           |
| Cycle                    | Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year   | Type                                  | Credits   |
| Official Master's Degree | Yearly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | First  | Obligatory                            | 3         |
| Language                 | SpanishGalicianEnglishItalian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                       |           |
| Teaching method          | Face-to-face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                       |           |
| Prerequisites            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       |           |
| Department               | Construcións e Estruturas Arquitectónicas, Cívís e Aeronáuticas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       |           |
| Coordinador              | Fernandez Prado, Ruben                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | E-mail | ruben.fprado@udc.es                   |           |
| Lecturers                | Fernandez Prado, Ruben<br>Souto Blazquez, Gonzalo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | E-mail | ruben.fprado@udc.es<br>g.souto@udc.es |           |
| Web                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                       |           |
| General description      | <p>The progress and development of the technology provides us new materials with new characteristic and benefits. His combination and the peculiarities in his use in relation with the architectural project, the needs, the typology, the atmospheric conditions, the durability arrives to cover the expectations that nowadays asks to a constructive solution reaching the requests that the normative demand us until arriving to culminate the most sophisticated requests.</p> <p>In the technological evolution to the service of the edificación is indispensable to give an answer that sume in a constructive system the solution to the need, the aesthetics, the economy, the sustainability. With these criteria has a notable importance the evolution of systems from the recycled of by-products.</p> <p>In this subject pretends study the materials and constructive systems evolved fulfilling with the standars described and posing bases that allow to the student the study of new materials for his application to the edificación with a rational use of the natural resources.</p> |        |                                       |           |
| Contingency plan         | <p>1. Changes in content<br/>There are no modifications.</p> <p>2. Methodologies<br/>* Teaching methodologies that are maintained<br/>Teams, moodle, mail.<br/>* Teaching methodologies that are modified<br/>face-to-face.</p> <p>3. Mechanisms for personalized attention to students<br/>The mechanisms are kept at a distance.</p> <p>4. Modifications in the evaluation<br/>The presentation of the work of the subject is maintained and in case of requesting an exam the student will be oral via TEAMS.<br/>* Evaluation observations:<br/>The criteria are maintained.</p> <p>5. Modifications of the bibliography or webgraphy<br/>There are no modifications.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |                                       |           |

## Study programme competences

| Code | Study programme competences                                                                                                                                                       |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1   | CE01 Diseñar sistemas construtivos eficientes e sustentables, mediante a aplicación de solucións técnicas e sistemas construtivos tradicionais ou avanzados.                      |
| A3   | CE03 Coñecer e aplicar as solucións tecnolóxicas necesarias para mellorar o comportamento térmico da envolvente dun edificio.                                                     |
| B1   | CB01 Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación. |



|     |                                                                                                                                                                                                                                                                               |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| B2  | CB02 Saber aplicar os coñecementos adquiridos e a súa capacidade de resolución de problemas en contornas novas ou pouco coñecidos dentro de contextos máis amplos (ou multidisciplinares) relacionados coa súa área de estudo.                                                |
| B3  | CB03 Ser capaces de integrar coñecementos e enfrontarse á complexidade de formular xuízos a partir dunha información que, sendo incompleta ou limitada, inclúa reflexións sobre as responsabilidades sociais e éticas vinculadas á aplicación dos seus coñecementos e xuízos. |
| B4  | CB04 Saber comunicar conclusións ?e os coñecementos e razóns últimas que as sustentan? a públicos especializados e non especializados dun modo claro e sen ambigüidades.                                                                                                      |
| B5  | CB05 Posuír as habilidades de aprendizaxe que permitan continuar estudando dun modo que haberá de ser en gran medida autodirigido ou autónomo.                                                                                                                                |
| B7  | CG02 Capacidade de organización e planificación.                                                                                                                                                                                                                              |
| B12 | CG07 Traballo en equipo.                                                                                                                                                                                                                                                      |
| B17 | CG12 Adaptación a novas situacións.                                                                                                                                                                                                                                           |
| B18 | CG13 Creatividade.                                                                                                                                                                                                                                                            |
| B22 | CG17 Sensibilidade cara a temas ambientais.                                                                                                                                                                                                                                   |
| B24 | CG19 Orientación ao cliente.                                                                                                                                                                                                                                                  |
| B25 | CG20 Coñecer os principios básicos do paradigma da sustentabilidade, os seus debates e implicacións ambientais, socioculturais e económicas.                                                                                                                                  |
| B26 | CG21 Entender e coñecer as dinámicas e problemáticas aparecidas co fenómeno da globalización e a súa relación coa sustentabilidade global.                                                                                                                                    |
| B27 | CG22 Coñecer o impacto que o uso da tecnoloxía ten sobre a sociedade que o adopta e os principios básicos para unha tecnoloxía da sustentabilidade.                                                                                                                           |
| B28 | CG23 Analizar os fluxos materiais e enerxéticos que se dan nun sistema e a súa interrelación co territorio e os recursos que o sostén.                                                                                                                                        |
| B29 | CG24 Coñecer a lexislación vixente e a normativa aplicable en materia de sustentabilidade, eficiencia enerxética e xestión da calidade ambiental no ámbito da edificación.                                                                                                    |
| B30 | CG25 Coñecer os principios físicos relacionados cos problemas enerxéticos e de sustentabilidade e saber aplicalos no deseño construtivo.                                                                                                                                      |
| B31 | CG26 Deseñar, planificar, executar e avaliar proxectos tecnolóxicos, científicos ou de xestión nun marco de sustentabilidade.                                                                                                                                                 |
| B32 | CG27 Analizar e comparar as prestacións de distintas alternativas tecnolóxicas, e seleccionar as solucións máis adecuadas con criterios de sustentabilidade e eficiencia.                                                                                                     |
| B33 | CG28 Xestionar a explotación do edificio, implementando as melloras necesarias para adecuar os parámetros ambientais e enerxéticos.                                                                                                                                           |
| C6  | CT06 Valorar críticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.                                                                                                                                        |
| C7  | CT07 Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.                                                                                                                                                                                         |
| C8  | CT08 Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.                                                                                                                            |

## Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
|-------------------|-----------------------------|



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| <p>- General knowledge of the constructive systems evolved and of the most recent investigations that have carried out in this field.</p> <p>- Capacity to evaluate the adecuación to determinate applications of the new materials and of his constructive systems associated, under criteria of durability, economy, sustainability, aesthetic, etc.</p> | AC1 | BC1  | CC6 |
|                                                                                                                                                                                                                                                                                                                                                            | AC3 | BC2  | CC7 |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC3  | CC8 |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC4  |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC5  |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC7  |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC12 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC17 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC18 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC22 |     |
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|                                                                                                                                                                                                                                                                                                                                                            |     | BC25 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC26 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC27 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC28 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC29 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC30 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC31 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC32 |     |
|                                                                                                                                                                                                                                                                                                                                                            |     | BC33 |     |

| Contents           |                                                                             |
|--------------------|-----------------------------------------------------------------------------|
| Topic              | Sub-topic                                                                   |
| 1. INTRODUCTION    | Sustainability and construction: of the design to the execution to the use. |
| 2. NORMATIVE FRAME | .                                                                           |



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|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. THE CONSTRUCTIVE SYSTEMS EVOLVED</p> | <p>3.1. Structural systems in-situ and prefabricated</p> <p>3.1.1. Wood</p> <ul style="list-style-type: none"> <li>- Last advances. Modules prefabricated, system light-framing, signposts.</li> <li>- References: works built.</li> </ul> <p>3.1.2. Concrete</p> <ul style="list-style-type: none"> <li>- Last advances. Recent investigations and in course.</li> <li>- References: works built.</li> </ul> <p>3.2. Covers and impermeabilizaciones</p> <p>3.2.1. The ventilated cover.</p> <p>3.2.2. The cover inundable.</p> <ul style="list-style-type: none"> <li>- Last advances. Recent investigations and in course.</li> <li>- References: works built.</li> </ul> <p>3.3. Closings of façade</p> <p>3.3.1. Light ventilated façades. Prefabricación And dry work</p> <p>3.3.2. Multilayered façades of glass</p> <p>3.3.3. Façades of double skin</p> <p>3.3.4. Others: ventilated Façades with revestimiento external continuous; systems ?Vêture?; Etc.</p> <p>Last advances. Recent investigations and in course.</p> <p>References: works built.</p> <p>3.4. Systems of inner finishing: Pavings, false ceilings, trasdosados and revestimientos</p> <ul style="list-style-type: none"> <li>- Last advances. Recent investigations and in course.</li> <li>- References: works built.</li> </ul> <p>3.5 mixed Systems with traditional and innovative materials.</p> <p>Compatibility of the materials and use in innovative constructive systems.</p> <p>Methods of election of materials and constructive systems with criteria of sustainability and efficiency.</p> |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Planning                       |                                                                                        |                      |                               |             |
|--------------------------------|----------------------------------------------------------------------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies                                                                           | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A3 B1 B2 B26 B27<br>B28 B29 B30 C6                                                     | 9                    | 0                             | 9           |
| Supervised projects            | A1 A3 B1 B3 B5 B7<br>B12 B17 B18 B22<br>B24 B25 B26 B27<br>B28 B31 B32 B33 C6<br>C7 C8 | 0                    | 53                            | 53          |



|                                                                                                                                 |                                                                                                         |   |   |   |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---|---|---|
| Collaborative learning                                                                                                          | A1 A3 B1 B2 B3 B4<br>B5 B7 B12 B17 B18<br>B22 B24 B25 B26<br>B27 B28 B29 B30<br>B31 B32 B33 C6 C7<br>C8 | 9 | 0 | 9 |
| Oral presentation                                                                                                               | B3 B4 B7 B12 B18<br>B24                                                                                 | 3 | 0 | 3 |
| Personalized attention                                                                                                          |                                                                                                         | 1 | 0 | 1 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                                                                                                         |   |   |   |

| Methodologies                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Guest lecture /<br>keynote speech | <p>It will realize an exhibition of the contents through audiovisual means.</p> <p>They will be able to organize conferences in the classroom or the assistance to sessions of notable conferences organized externally about constructive systems evolved.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Supervised projects               | <p>Along the course, the student will develop a work in team that will conclude with a brief oral presentation in front of his mates. For his realization, it is proposed two types of alternative work between which will be able to opt. Nevertheless, the professors will orient to the student in relation with the subject that propose, and reserve the right to readjust the subjects with educational ends.</p> <p>A) Development of a technical proposal of a new product, element or innovative constructive system, advanced and efficient for the edificación. Will be able to carry out two alternative strategies:</p> <ul style="list-style-type: none"> <li>- Innovation with new materials, products or constructive elements.</li> <li>- New application of a material, product or existent element (p. ej: Material of waste or by-product of the industry)</li> </ul> <p>In each work, will study like minimum the following appearances:</p> <ul style="list-style-type: none"> <li>- Description, composition and applications of the product / element / constructive system.</li> <li>- Design of the resultant constructive system. Technical feasibility of the proposal.</li> <li>- Durability of the proposal.</li> <li>- Improvements that provides the proposal.</li> <li>- Assessment of the solution of recycled of the material of waste.</li> <li>- Sustainability in the industrial production of the product / element / constructive system.</li> </ul> <p>B) Study of a constructive system evolved existent, composed by:</p> <ul style="list-style-type: none"> <li>- Description of material / product / element / system used.</li> <li>- Comparison with other existent constructive systems alternative.</li> <li>- Assessment of the solution of recycled of the material of waste.</li> <li>- Sustainability in the industrial production of the product / element / constructive system.</li> </ul> <p>Each team will be able to pose freely any proposal that adjust to the general requirements established. Nevertheless, the professors will orient to the students in relation with the subject that propose, and reserve the right to readjust the subjects with educational ends.</p> <p>It exists the possibility that a same work was developed jointly in the matters ?Constructive systems advanced? And ?Innovative constructive materials and efficient?. For this, the subject proposed will have to fulfill the requirements established in the educational guides of both matters simultaneously, and will have to be approved by the professors of the matter before his start. In this case, the work will have to have an extension and a level of development in accordance with the time of dedication foreseen in the planning of both matters.</p> |



|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaborative learning | <p>The system of develop the tutelage work will be a combination between the homework and the follow-up in the classroom by the professor.</p> <p>The work in the classroom treats of a group of procedures of education-learning guided of face-to-face form or supported with technologies of the information and the communications, that base in the organization of the class in small groups in which the students works jointly in the resolution of tasks assigned by the professors to optimize his own learning and the one of the others members of the group.</p> |
| Oral presentation      | <p>It will realize a presentation of the work in front of the mates, the professor will boost the participation in the discussion about the subject after the presentation.</p> <p>It will be compulsory the presentation of an academic work writing, a presentation type power-point and a signpost summary in size A1 on cardboard feather.</p>                                                                                                                                                                                                                            |

## Personalized attention

| Methodologies                     | Description                                                                                                            |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Supervised projects               | The student will be attended in tutorias hours for explanations about the subjects treated in the activities proposed. |
| Guest lecture /<br>keynote speech | The professor will realize a follow-up with attention to groups of work guiding them in the development of the same.   |
| Oral presentation                 |                                                                                                                        |
| Collaborative learning            |                                                                                                                        |

## Assessment

| Methodologies                     | Competencies                                                                           | Description                                                                                                                                                                                                                               | Qualification |
|-----------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Supervised projects               | A1 A3 B1 B3 B5 B7<br>B12 B17 B18 B22<br>B24 B25 B26 B27<br>B28 B31 B32 B33 C6<br>C7 C8 | It will realize in group awarding the same note to all the components of the group. The professors reserve the right to assign different qualifications to each component, when they detect differences in the level of work of each one. | 50            |
| Guest lecture /<br>keynote speech | A3 B1 B2 B26 B27<br>B28 B29 B30 C6                                                     | It will be compulsory the assistance at least of 80% of the sessions                                                                                                                                                                      | 20            |
| Oral presentation                 | B3 B4 B7 B12 B18<br>B24                                                                | Professors will value the skills of the students as well as the audiovisual means, models, signposts, samples to real scale, etc. that they use in the presentation.                                                                      | 30            |

## Assessment comments

The subject is proposed with a system of continuous evaluation, for which is important the assistance of the student to the activities proposed. This type of evaluation develops with the support of the personalized attention of the professor, with special importance of the work developed during the course, that concludes with the oral presentation of the work. This continuous evaluation conforms the first opportunity to pass the subject.

In case that it do not reach a minimum in the activities proposed it will offer two other options to the student that constitute the second opportunity to pass the subject: remade the work arriving to a greater technical depth of the subject treated and his presentation through the platform of teleformación in the dates designated to such effect, or the realization of a final examination.

In case that a team of students develop a same work of conjoint form in the matters "constructive Systems advanced" and "innovative constructive Materials and efficient", in both matters will correspond him the same qualification - in the corresponding parts to the tutorial work and to his oral presentation -.

## Sources of information

|               |  |
|---------------|--|
| Basic         |  |
| Complementary |  |

## Recommendations



|                                                             |
|-------------------------------------------------------------|
| Subjects that it is recommended to have taken before        |
|                                                             |
| Subjects that are recommended to be taken simultaneously    |
| Efficient and innovative building materials/670526003       |
| Subjects that continue the syllabus                         |
| Proxectos de i+d+i:relación investigación empresa/670503002 |
| Other comments                                              |
|                                                             |

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.