

Programme Specification

Bachelor in Infant Education



CONTENTS

1. PROFESSIONAL COMPETENCES	4
1.1. General competences.....	4
1.2. Professional Competences.....	5
1.3. Specific competences.....	6
2. PROGRAMME STRUCTURE.....	10
3. PROGRAMME CONTENTS.....	12
Year One	12
3.1. Developmental Psychology	12
3.2. Education: General Didactics	13
3.3. English I	14
3.4. School and Teaching.....	15
3.5. Religion, Culture & Values	16
3.6. Educational Psychology	17
3.7. Educational Guidance.....	18
3.8. Theory and History of Education.....	19
3.9. Spanish.....	20
3.10. Diversity, Interculturality and Inclusive Education	21
Year Two	22
3.11. Design & Development of ICT Environments & Materials.....	22
3.12. Development of Logical Mathematical Thought and its Didactics.....	23
3.13. English II	24
3.14. Family, School and Society	25
3.15. Organisation, Management & Excellence in Educational Establishments	26
3.16. Developmental Disorders & Learning Difficulties	27
3.17. Infant Education: Resources and Materials.....	28
3.18. Innovation and Research in Infant Education	29
3.19. Catholicism: Pedagogy & Didactics.....	30
3.20. Teaching Practice I.....	31
Year Three.....	32
3.21. Education for Childhood Health & Personal Independence.....	32
3.22. Reading & Writing: Teaching & Learning	33
3.23. Infant Education: Observation, Innovation & Educational Projects	34
3.24. Infant Education: Teaching Skills.....	35
3.25. Teaching Nature, Society and Culture	36
3.26. Teaching Arts and Music	37
3.27. Psychomotricity, Play & Learning	38

3.28. Psycho-Pedagogical Intervention	39
3.29. Teaching practice II.....	40
Year Four.....	41
3.30. Teaching practice III.....	41
3.31. End of Degree Project.....	42
Elective Itinerary: Teaching a Foreign Language (English)	43
3.32. CLIL: Training for Bilingualism	43
3.33. Education Systems in English-Speaking Countries: Best Practices	44
3.34. English III	45
3.35. Teaching English as a Foreign Language.....	46
3.36. Foreign Language Educational Materials.....	47
Elective Itinerary: Physical Education.....	48
3.37. Sociology of Physical Activity	48
3.38. Alternative Games & Sports.....	49
3.39. Psychomotricity & Body Language	50
3.40. Learning and Psychomotor Development.....	51
3.41. Adapted Physical Activity.....	52
Elective Itinerary: Therapeutic Pedagogy: Diagnosis, Guidance and Pupil Diversity	53
3.42. Detection of Difficulties and Intervention in the Mainstream Classroom.....	53
3.43. Detection of Difficulties and Intervention in Specific Institutions	54
3.44. Educational Guidance for SEN Pupils & their Families	55
3.45. Accommodation of Educational Materials for SEN Pupils	56
3.46. Design, Implementation and Assessment of Tutorial Programs	57

1. PROFESSIONAL COMPETENCES

1.1. General competences

G01: Capacity to analyse and synthesise information from different sources.

G02: Capacity to effectively solve problems and take decisions based on the knowledge and competences acquired.

G03: Capacity to organise, plan and self-assess the work undertaken.

G04: Capacity to apply information technologies critically and constructively as tools to promote learning.

G05: Capacity to work in a team and cooperate with other professionals from the same or a different sector.

G06: Capacity for oral or written interpersonal communication in Spanish to different audiences and using suitable means. (Should foreign students require accreditation at a minimum B2 level - per the Common European Framework of Reference for Languages - to adapt to the academic and professional requirements of the Degree.)

G07: Capacity for interpersonal communication in English (oral and written) at a minimum B2 level (per the Common European Framework of Reference for Languages) to adapt to the academic and professional requirements of the Degree.

G08: Capacity to absorb social and humanistic concepts within a rounded university education which allows the development of ethical values such as solidarity, interculturality, equality, commitment, respect, diversity, integrity, etc.

G09: Capacity to formulate social transformation proposals, considered ethically, based on democracy and basic rights.

G10: Capacity to generate new ideas through initiative, innovation and creativity for effective adaptation to educational needs and the job market.

G11: Capacity to establish and fulfil the most suitable quality criteria and to employ work methods and strategies oriented towards continuous improvement.

G12: Capacity to self-assess, nurturing learning, scientific research, practice based on evidence and scientific and social progress.

1.2. Professional Competences

P01: Know the objectives, curricular content and assessment criteria for Infant Education.

P02: Promote and enable learning in early childhood - from an overall inclusive perspective - of the various cognitive, emotional, psychomotor and volitional aspects.

P03: Design and regulate learning areas, in the context of diversity, which cleave to the individual educational needs of the pupils, gender equality and respect for human rights.

P04: Foster harmony in the classroom and outside, and tackle the peaceful solution of conflicts.

P05: Know how to systematically observe learning and coexistence in action and reflect on both.

P06: In a group, contemplate acceptance of rules and respect towards others.

P07: Promote the independence and individuality of each pupil as educational factors in early childhood emotions, feelings and values.

P08: Know how language develops in early childhood, know how to identify possible learning disabilities and strive to correct these.

P09: Effectively address language learning situations in multicultural and multilingual situations.

P10: Express oneself orally and in writing and master the use of different expressive techniques.

P11: Know the educational implications of information and communication technologies and, particularly, television in early childhood.

P12: Know the basics about childhood diet and hygiene.

P13: Know the foundations of early care and the bases and developments that help to understand the psychological processes of learning and personality development in early childhood.

P14: Know the organisation of preschools and the variety of activities that comprise how they work.

P15: Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.

P16: Act as a guide for the parents with regard to family education for the 0-6 age range and master social abilities in dealing with and relating to the family of each pupil and with the families in general.

P17: Reflect on classroom practices to innovate and improve teaching. Acquire the habits and skills to learn alone or with others and foster this among the pupils.

P18: Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect preschools and their employees.

P19: Find quality improvement models that can be applied to educational establishments.

1.3. Specific competences

E1: Understand the educational and learning processes for the 0-6 age group in family, social and school contexts.

E2: Know the advances in childhood psychological development for the 0-3 and 3-6 age range.

E3: Know the basics of early care.

E4: Recognise the identity of this stage and its cognitive, psychomotor, communicative, social and affective characteristics.

E5: Know how to engender habits with regard to independence, liberty, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play.

E6: Know the pedagogical side of interaction with equals and adults and know how to encourage participation in group activities, group work and individual effort.

E7: Identify learning difficulties, cognitive dysfunctions and attention disorders.

E8: Know how to inform other specialised professionals to attain collaboration of the establishment and the teacher in attending to the special educational needs considered.

E9: Acquire resources to foster educational integration of pupils with difficulties.

E10: Create and maintain communication links with the families to be effectively involved in the education process.

E11: Be aware of and know how to be a tutor and guide with regard to family education.

E12: Promote and collaborate in actions inside and outside school organised by families, councils and other institutions, with an impact on citizenship training.

E13: Critically analyse and include the most relevant matters in modern society affecting family and school education: social and educational impact of audiovisual language and screens; changes in gender and cross-generational relations; multiculturalism and interculturality; discrimination and social inclusion and sustainable development. E14: Know the historical evolution of the family: the different types of family, lifestyles and education in the family context.

E15: Know the basic principles of healthy development and behaviour.

E16: Identify sleep, eating, psychomotor development, attention and auditory/visual perception disorders.

E17: Work with the specialised professionals to provide a solution to these disorders.

E18: Identify affective, eating and well-being deficiencies that affect normal physical and mental development in the pupils.

E19: Understand that the daily dynamic in infant education changes as a result of each pupil, group or situation and know how to be flexible when working.

E20: Assess the importance of stability and regularity in the school environment, timetable and teachers' mood as contributory factors to the harmonious holistic progress of the pupils.

E21: Know how to work on assistance for each pupil in a team with other professionals inside and outside the school, in addition to the planning of learning sequences and organising the work

being done in the classroom and play area - identifying the characteristics of the 0-3 and 3-6 age groups.

E22: Attend to pupils' needs and inspire security, calm and affection.

E23: Understand that systematic observation is a basic tool to reflect on work and situations, as well as to contribute to innovation and improvement in infant education.

E24: Master the techniques of observation and registration.

E25: Tackle field analysis through observational methods using information, documentation and audiovisual technologies.

E26: Know how to analyse the data obtained, critically understand the situation and draft a report with conclusions.

E27: Position the preschool within the Spanish education system and a European and international context.

E28: Know of international experiences and examples of innovative practices in infant education.

E29: Value the importance of teamwork.

E30: Participate in the creation and monitoring of infant educational projects within the framework of projects at the school and cooperating with the region and other teachers and social agents.

E31: Know the legislation regulating preschools and its organisation.

E32: Value the personal relationship with each pupil and their family as an educational quality factor.

E33: Know the scientific, mathematical and technological foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.

E34: Know didactic strategies to develop numerical representation and notions of spatial, geometric and logic development.

E35: Understand mathematics as sociocultural knowledge.

E36: Know the scientific method and foster scientific thinking and experimentation.

E37: Acquire knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.

E38: Know the eureka moments in the history of the sciences and techniques and their importance.

E39: Create didactic proposals connected to scientific, technical, societal and sustainable development interaction.

E40: Promote interest in and respect for nature and the social and cultural environment through suitable didactic projects.

E41: Foster the first steps into information and communication technologies.

E42: Know the language and literacy curriculum at this stage as well as the theories on acquisition and development of the corresponding material learned.

- E43: Encourage speaking and writing capacities.
- E44: Know and master techniques in oral and written expression.
- E45: Know oral tradition and folklore.
- E46: Understand the change from orality to writing and know the different language registers and usage.
- E47: Know the learning process and methodology for reading and writing.
- E48: Address language learning situations in multilingual situations.
- E49: Recognise and assess suitable usage of verbal and non-verbal language.
- E50: Know and use resources suitably to encourage reading and writing. E51: Obtain literary training and be particularly aware of children's literature.
- E52: Be able to initiate a first look at a foreign language.
- E53: Know the musical, manual and body language foundations of the curriculum at this stage as well as the theories on acquisition and development of the corresponding material learnt.
- E54: Know and use songs to favour auditory, rhythmic and vocal learning.
- E55: Know how to use play as a didactic resource, and to design learning activities based on recreational principles.
- E56: Create didactic proposals that encourage musical perception and expression, motor skills, drawing and creativity.
- E57: Analyse the audiovisual languages and their educational implications.
- E58: Encourage sensitivity towards manual expression and artistic creation.
- E59: Acquire practical awareness of the classroom and how to manage it.
- E60: Be aware of and apply interactive and communicative processes in the classroom and master the social skills and abilities necessary to promote an atmosphere that facilitates learning and coexistence.
- E61: Control and monitor the educational process, particularly that of teaching and learning, through mastery of the necessary techniques and strategies.
- E62: Link theory and practice to the reality of the classroom and school.
- E63: Participate in the teaching process and learn what to do by proceeding and then reflecting on the practice.
- E64: Participate in improvement proposals in the various spheres of action which may be established in a school.
- E65: Regulate group interaction and communication processes for pupils aged 0-3 and 3-6.
- E66: Know ways to cooperate with the various sectors of the educational community and social milieu.
- 1st Major: Major in Foreign Language (English)
- E67: Capacity to understand the main ideas of complex texts which cover specific and abstract topics, even if they are technical - as long as they remain within the
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person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language.

- E68: Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.
- E69: Capacity to work as a Infant English Teacher using the CLIL (Content and Language Integrated Learning) method.
- E70: Capacity to produce clear, detailed texts and design didactic units in line with the pedagogical principles for learning content and foreign languages.

2nd Major: Physical Education (P.E.)

- E71: Capacity to know the importance of physical development and the possibilities offered by motor activities, plus their contribution to the rounded development of the child.
- E72: Capacity to create didactic material for P.E. adapted to the areas and the individual characteristics of each pupil.

3RD Major Therapeutic Pedagogy Methods in Research, Diagnosis, Guidance and Pupil Diversity.

- E73: Capacity to detect learning difficulties.
- E74: Capacity to create intervention plans for each Specific Educational Need (SEN).

2. PROGRAMME STRUCTURE

SUBJECT	TYPE CS/OB/OP)	SEMESTER	ECTS CREDITS
First Year			
Developmental Psychology	CS	I	6
Education: General Didactics	CS	I	6
English I	CS	I	9
School and Teaching	CS	I	6
Religion, Culture & Values (*)	OB	I	6
Educational Psychology	CS	II	6
Educational Guidance	CS	II	6
Theory and History of Education	OB	II	3
Spanish	CS	II	6
Diversity, Interculturality and Inclusive Education	CS	II	6
			60
Second Year			
Design & Development of ICT Environments & Materials	OB	III	6
Development of Logical Mathematical Thought and its Didactics	OB	III	6
English II	OB	III	9
Family, School and Society	CS	III	6
Organisation, Management & Excellence in Educational Institutions	CS	III	6
Developmental Disorders & Learning Difficulties	OB	IV	3
Infant Education: Resources and Materials	OB	IV	6
Innovation and Research in Infant Education	OB	IV	6
Catholicism: Pedagogy & Didactics*	OB	IV	6
Teaching Practice I	OB	IV	6
			60
Third Year			
Education for Childhood Health & Personal Independence	OB	V	6
Reading & Writing: Teaching & Learning	OB	V	6
Infant Education: Observation, Innovation & Educational Projects	OB	V	6
Infant Education: Teaching Skills	OB	V	4
Teaching Nature, Society and Culture	OB	V	6
Teaching Arts and Music	OB	VI	6
Psychomotricity, Play & Learning	OB	VI	6
Psycho-Pedagogical Intervention	OB	VI	6
Teaching practice II	OB	VI	14
			60
Fourth Year			
Major in Foreign Language	OP	VII	30
Major in Physical Education	OP	VII	30
Major in Therapeutic Pedagogy: Diagnosis, Guidance and Pupil Diversity	OP	VII	30
Optional Subject Itinerary: Design, Development & Assessment of Educational Material (***)	OP	VII	30
Teaching practice III	OB	VIII	24
End of Degree Project	OB	VIII	6
			60
	TOTAL		240

Elective subjects:

MAJOR	SUBJECTS	CREDITS
Major: Major in Foreign Language (English) 30 ECTS *Regulated by RD 1594/2011, dated 4 November	CLIL: Training for Bilingualism	6
	Education Systems in English-Speaking Countries: Best Practices	6
	English III	6
	Teaching English as a Foreign Language	6
	Foreign Language Educational Materials	6
Major: Physical Education (P.E.) 30 ECTS *Regulated by RD 1594/2011, dated 4 November	Sociology of Physical Activity	6
	Alternative Games & Sports	6
	Psychomotricity & Body Language	6
	Learning and Psychomotor Development	6
	Adapted Physical Activity	6
Major in Therapeutic Pedagogy: Diagnosis, Guidance and Pupil Diversity 30 ECTS *Regulated by RD 1594/2011, dated 4 November	Detection of Difficulties and Intervention in the Mainstream Classroom	6
	Detection of Difficulties and Intervention in Specific Institutions	6
	Educational Guidance for SEN Pupils & their Families	6
	Accommodation of Educational Materials for SEN Pupils	6
	Design, Implementation and Assessment of Tutorial Programs	6

3. PROGRAMME CONTENTS

Year One

3.1. Developmental Psychology

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary: This subject looks at the development and learning processes from birth through to adolescence. It focuses on the changes which happen to children and teenagers as they grow through the influence of variables related to age, socio-cultural or historical changes and events that are primarily individual in nature. It is particularly useful for the Infant Teacher to know the main developmental landmarks in childhood and adolescence. This knowledge allows them to detect developmental risks which will expedite the designing of a suitable academic response.

Learning outcomes:

Completing this subject, the student will be able to:

- Develop broad, comprehensive, organised and accurate conceptual plans regarding childhood psychological development.
- Identify and understand the varied contexts (historical, cultural, family, educational and social) and diverse influences affecting the development of boys and girls.
- Analyse the developmental changes that happen in the different developmental areas, with special focus on early childhood (0-6).
- Apply knowledge about human development to the detection of developmental risks.
- Make a simple assessment of whether a proposed infant education program is in line with the developmental characteristics of the pupils.

3.2. Education: General Didactics

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

Over and above identifying the teaching processes and programs that can be managed to achieve learning results, this subject aims to formulate the teaching-learning process, considering the complexity of the education systems. It orients the educational process, bearing in mind the possibilities and limitation imposed by the cultural, administrative and social framework. Starting with the basic introductory content, the subject progressively covers specific problems in teaching from a complex, enriching pedagogical perspective. Special attention is paid to the design and analysis of conditions involved in the production of the necessary theoretical-practical knowledge required to understand and intervene in school situations.

Learning outcomes:

After completing this subject, students will be able to:

- Acquire the basic conceptual categories allowing for an appraisal of teaching practice to be undertaken.
- Analyse the connections between the education system, teaching, school and the economic, cultural and political situation in the area.
- Analyse the main innovative experiences in infant and primary education in the 20th century.
- Acquire the practical knowledge which introduces or modifies the relationships between teacher, culture and pupils, knowing how to identify with each of these positions in the classroom, school and educational community.
- Value dialogue as a creation of pedagogical practice and how to deal with controversy.

3.3. English I

Credits: 9

Type: Basic

Contact hours: 106

Study hours: 119

Summary:

Provide the student with the knowledge, skills and techniques to use English as a work tool in Infant Education. Train and enable the student to foster effective communication in English.

Learning outcomes:

After completing this subject, students will be able to:

- Communicate in a foreign language (English) in the spoken and written forms.
- Know the different registers and use of English.
- Design educational material from children's literature and audiovisual and written press material in English.
- Develop a unit of didactic material for a foreign language (competences, content, procedures, assessment).
- Be aware of the general orientation and organisation of foreign languages at the primary level.
- Assess the foreign language (English) learning strategies.

3.4. School and Teaching

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

A subject that shows the scope of schools in their connection with society that from a theoretical, practical and methodological perspective provides the student with knowledge and strategies to reflect on and intervene with the various social and educational agents inside and outside the classroom. Special emphasis is placed on the practical side of being a teacher.

Learning outcomes:

After completing this subject, students will be able to:

- Know the infant education curriculum from the perspective of acquiring basic competences.
- Differentiate the contexts that condition the education process: school, family and social.
- Understand classroom interaction processes.
- Develop activity materials and programming related to the image of the school in its immediate surroundings.
- Integrate the curriculum with the characteristics of the socio-environmental context at the school.
- Assess current trends in education and multiculturalism.

3.5. Religion, Culture & Values

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The subject puts educating the person in a central role, arguing in favour of their dignity and respect for personal freedoms, from a cross-disciplinary perspective within a context of a plural multicultural democratic society. The hope is to favour moral intelligence, i.e. the ability to effectively and righteously address the challenges and commitments necessitated by modern life through commitment and active participation. In short, the goal is to establish the bases to have a better person in a more just society through scientific rigour, as required by any academic discipline.

Through this subject the student will acquire a holistic view of the person and the abilities necessary to address the challenge of pluralism and religious and cultural diversity, as a hallmark of current society and education.

Learning outcomes:

After completing this subject, students will be able to:

- Know the basic principles that allow solidarity, participation, subsidiarity and authority to develop in our society.
- Know the principles that cement mankind as the focal point of teaching.
- Resolve conflicts that may arise while teaching, from a perspective based in Christian Humanism.
- Identify the cultural and political bases which condition the basic principles of humankind.
- Recognise an openness to transcendental values and religious experience as essential traits of a person.
- Analyse the importance of religion in modern social and cultural dynamics, being able to make a diagnosis of the attitude of modern man towards religion.

3.6. Educational Psychology

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

The main school learning theories and explanatory models will be covered with regard to the cognitive, affective and social processes of the learner and how this affects the design of the educational framework - how to individualise teaching and in what aspects changes in the developmental cycle need to be considered. This all lies within the applied framework, where the student acquires the tools to address the problems that may arise in the educational process.

Learning outcomes:

After completing this subject, students will be able to:

- Analyse and understand the learning processes for the 0-6 age group in family, social and school contexts.
- Know the characteristics of the pupils, in addition to the features of their motivational and social contexts.
- Understand, interpret and analyse the different explanatory models and theories behind school learning.
- Apply the various explanatory models about school learning to the classroom situation.
- Analyse the main personal and interpersonal variables that occur within the educational system and their impact on school learning.
- Formulate technical-practical intervention criteria so as to design and develop educational proposals for specific situations.
- Reflect on the development of the teaching/learning processes, along with a sensitivity towards the role of teaching in pupil learning.

3.7. Educational Guidance

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary: The main objective of this subject is to provide students with the knowledge necessary to work as a tutor in a school. Therefore, students are offered content oriented towards having them know and identify the needs of the pupils and their families in order to work as a tutor.

Learning outcomes:

After completing this subject, students will be able to:

- Identify relevant classroom and school situational information to pass judgements which include personal reflection; pass this information, idea, problem or solution on to different recipients (lay and expert).
- Develop a tutorial action plan, recognising the importance of personalised holistic teaching.
- Recognise the principles and models that form the basis of the professional work of school guidance counsellors.
- Describe the organisational and operational levels in educational guidance.
- Recognise the matters that may affect a family and know how to act in response.
- Identify the main concerns of parents at different stages in education, with the focus on Infant Education.

3.8. Theory and History of Education

Credits: 3

Type: Compulsory

Contact hours: 36

Study hours: 39

Summary:

This subject performs a modern historical analysis aiming to understand the origin of the processes of ideological construction of primary schools. It aims to provide knowledge of the historical evolution of the education system in this country and the political and legislative factors affecting education; simultaneously, there is an examination of institutional conditions and teaching through to modern times. All of this is the fruit of the reflection of many authors who, over recent years, have made a great effort to define the educational methods and programmes aimed at achieving the developmental and educational objectives in the economic, political and social context.

Learning outcomes:

After completing this subject, students will be able to:

- Analyse the main modern educational schools of thought and their influence on the present conception of educational processes and curricular development.
- Formulate and defend positions with regard to educational problems.
- Design education as a holistic process that affects everyone and continues throughout their lives.
- Reflect on educational concerns, coming up with well-rounded judgements.
- Experience the ethical commitment that comes with educational intervention.

3.9. Spanish

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

This subject aims to offer the basic training in Spanish required to teach the language in the classroom. Therefore, essential matters of grammar and vocabulary will be reviewed; additionally, specific problems with current Spanish will be analysed and the rules that regulate language use will be presented.

Learning outcomes:

After completing this subject, students will be able to:

- Know the objectives and basic content of the Infant Education curriculum for Spanish.
- Be fully up-to-date with the rules of Spanish, with particular attention paid to spelling and grammar.
- Use sources of information, both printed and e-sources, on the Spanish of today.
- Examine the grammar of the language more fully, so as to include pragmatic, discursive and semiotic features.
- Value language as a basic communications code which, as such, has its own rules, components and tools for usage.

3.10. Diversity, Interculturality and Inclusive Education

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

The main objective of this subject is to provide the student with the knowledge necessary with regard to diversity to ensure they can offer personalised attention to the diverse needs of their pupils. Therefore, this subject will feature content aimed at making students aware of the diverse educational needs in the classroom, as well as possible educational responses.

This all lies within the framework of collaboration with the other teachers involved and the families, in order to offer the necessary help and adaptation so the children can develop their potential.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the requirements of pupils in specific need of educational support.
- Be aware of the main support requirements for SEN.
- Know the current legislation in this country on child protection and diversity awareness and the measures in the education system in Spain.
- Design the necessary educational intervention and adaptations to be applied in each of the situations.
- Assess suitable classroom support strategies for these pupils and for work with the families and other external professionals.

Year Two

3.11. Design & Development of ICT Environments & Materials

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary: A subject that is oriented to the designing and analysis of teaching and learning resources and methods based on information and communication technologies. It reveals the characteristics and strategies of a critical and educational usage of TV, computers, consoles, videogames, telephones and smartphones and other audiovisual and electronic media.

It aims to identify the role of education in the communications media and values education. Know about the experiences of early ICT initiation and learn to choose the multimedia educational resources based on the educational objectives and characteristics of the pupils. Likewise, master the application of the computer and the possibilities of Internet in the preschool classroom and the variety of ways to achieve curricular objectives.

Learning outcomes:

After completing this subject, students will be able to:

- Contemplate the most relevant matters in modern society affecting family and school education: social and educational impact of audiovisual language and screens; changes in gender and cross-generational relations; multiculturalism and interculturality; discrimination and social inclusion; and sustainable development.
- Apply ICTs to teaching (editing, production, post-production, selective searches, database creation, queries, dissemination, etc.).
- Plan the use of the ICTs in the classroom and incorporate them into the various programs.
- Determine the most suitable technological didactic resources based on the educational objectives and characteristics of the pupils.
- Integrate computers and other audiovisual media into the classroom, favouring attractive activities that awaken pupils' interest in playing and learning, accessing information and talking about what they know and feel in different languages and platforms.
- Apply ICTs to the management of schools, developing on-line working skills.

3.12. Development of Logical Mathematical Thought and its Didactics

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject tackles the importance of processing logic-mathematical operations in early childhood. The students will be trained to work with the cognitive tools involved in the development of logic-mathematical reasoning and thought. It is a matter of knowing the related concepts and process for the child doing the learning.

Learning outcomes:

After completing this subject, students will be able to:

- Know the curricular objectives, contents and assessment criteria for preschool mathematics.
- Know the most common difficulties in learning mathematics.
- Be aware of the capacities involved in learning mathematics.
- Reflect on the importance of the presence of mathematics and the development of logical thought in early childhood.
- Know the different curricular materials used at preschool level and analyse their adaptability to the contents and objectives at preschool.

3.13. English II

Credits: 9

Type: Compulsory

Contact hours: 106

Study hours: 119

Summary:

Examine in detail the knowledge, skills and techniques to use English as a work tool in Infant Education. Train and enable the student to foster effective communication in English.

Learning outcomes:

After completing this subject, students will be able to:

- Use discourse, adapting it to the communication situation and the role of each speaker with regard to the others, the situation and the communicative needs.
- Recognise the importance of English as a highly useful cross-border communication tool to gain access to other cultures.
- Frame oral and written messages in English with a certain fluency and correctness to achieve effective communication.
- Suitably apply English grammar and vocabulary in all communicative scenarios - academic, work and leisure.
- Independently, fully understand averagely difficult texts related to the student's future professional field.
- Summarise their ideas in English, employing informed and critical reasoning.
- Draw up a project on features of the topics that are significant and relevant, using audiovisual resources and language.

3.14. Family, School and Society

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

This subject comprises a look at the complexity of current society and the social processes that characterise education, understood as an interrelated process. It specifically covers the link between schools and society through the interaction with the various social agents and distinct institutions. Likewise, the array of internal social relationships which are a feature of the school working properly are covered. The family - as the central agent in the education system - takes on a key role in the study undertaken in this subject.

Learning outcomes:

After completing this subject, students will be able to:

- Know the key features characterising modern society.
- Identify social issues which affect current education and assess the complexity of the relationship between the family and the school.
- Consider the social dimension of education.
- Recognise the influence exercised by the cultural and social environment on the school.
- Consider the importance of the family in a child's education and, consequently, encourage them to participate at school, recognising the contribution of different cultures in creating a plural society.

3.15. Organisation, Management & Excellence in Educational Establishments

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

A view is presented of the school as a complex institution and privileged location for the establishment of coexistence among equals where the fundamental rights need to be developed and experienced. This allows the students to be aware of how regulated the institutions are to enable the individual teaching processes to run smoothly. The primary school is analysed: its operations, management, personnel, functions, competences and relationships; its material organisation as necessary and useful elements for the professional work of the future teachers and its usefulness as a didactic resource and for pedagogical guidance - within the legal framework for education which runs the teaching and learning processes working towards the basic goals and objectives of the Spanish Education System.

Learning outcomes:

After completing this subject, students will be able to:

- Know the context and different elements involved in the profession.
- Be aware of the governmental bodies and the coordination of a school in addition to the basic principles governing the operations and management of an educational institution.
- Analyse the various forms and agents interacting in the school and classroom.
- Run teaching projects - creating new learning methods - in different diverse educational situations which cover equality, equity and a respect for human rights and Christian Humanist values.
- Know features of the organisation of the school which ensure innovation and educational quality processes.

3.16. Developmental Disorders & Learning Difficulties

Credits: 3

Type: Compulsory

Contact hours: 36

Study hours: 39

Summary:

The main objective of this subject is to provide students with the necessary knowledge to explore the various disorders which affect a child's development and the learning difficulties associated with them, so as to plan and organise the intervention to help the pupils with special needs. There will be content on the possible disruptions during the time period that comprises Infant Education. Therefore, the starting point for this subject is the understanding of the pupil as a person with diverse capacities, talents and handicaps. This is the goal of the subject: studying diversity and the educational needs associated with developmental disorders.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the different general developmental and behavioural disorders.
- Describe the features, symptoms and problems associated with the different general developmental and behavioural disorders and the associated educational implications.
- Know the learning difficulties linked to the developmental disorders.
- Identify suitable resources and intervention strategies to be applied in each case.
- Detect the needs of pupils with general developmental and behavioural disorders.

3.17. Infant Education: Resources and Materials

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary: Through this subject, the students will be shown how to acquire the knowledge, abilities and skills which will allow them to adequately choose and organise the materials and resources used in the classroom, in addition to organising the school areas and time - paying attention to logical criteria to foment relationships and personal enrichment.

In short, this is a question of acquiring the knowledge and competences necessary to understand the means which provide a richly stimulating environment for a child to enable their learning and individual development.

Learning outcomes:

After completing this subject, students will be able to:

- Know the organisation and distribution of spaces as an educational resource.
- Know the organisation and distribution of time as an educational resource.
- Choose the most adequate educational resources and materials for the development of classroom learning.
- Include learning methods based on play, experimentation and imitation, plus acceptance of rules and limits.
- Plan and undertake educational actions that foster creativity, interest and independence.
- Critically assess resources and materials to know if they are right for the classroom situation.

3.18. Innovation and Research in Infant Education

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Through this subject, two main features will be tackled: Firstly, the learning of research skills through the undertaking of observation and registration practice in the context of the school where the students do their teaching practice. Secondly, the theoretical features that characterise interaction in the classroom and other learning spaces, with particular attention paid to educational practices that favour the personal development of the pupils. The starting point is understanding the classroom as an inclusive and adaptable context where educational interactions are organised and managed. With this theoretical framework as a reference, the practical and applied vocation of this subject lies in research and consideration of the educational practice - both personal and of others.

Learning outcomes:

After completing this subject, students will be able to:

- Use simple research tools and techniques for Infant Education.
- Understand that systematic observation is a basic tool to reflect on work and the situations, as well as to contribute to innovation and improvement in infant education.
- Know the theoretical features that characterise classroom interaction.
- Critically and reflectively analyse the activities undertaken during teaching practice, linking them to material learnt in this subject.
- Tackle field analysis through observational methods using information, documentation and audiovisual technologies.

3.19. Catholicism: Pedagogy & Didactics

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Bases for a pedagogy and didactics for teaching Catholicism at school. At the same time, the intention is a more particular and detailed application of the specific didactics of religious teaching through some key areas of knowledge in the training of the religion teachers.

Learning outcomes:

After completing this subject, students will be able to:

- Be aware of the religious and moral growth of a child aged 3-6.
- Know the goals and objectives of religion as a school subject.
- Know the teaching methods for religion as a school subject.
- Draw up a didactic unit for religion.
- Assess resources and methods for the teaching of religion at school.

3.20. Teaching Practice I

Credits: 6

Type: Compulsory

Contact hours: 7

Study hours: 143

Summary:

The fundamental objective of teaching practice is to offer the students theoretical-practical training which prepares them for the future performance of their professional educational tasks. This comprises a notable opportunity for our students to acquire and improve the skills necessary for their profession. A combination of theory and practice in a school where they can plan, develop and assess the curriculum, and reflect on actions.

In the case of Teaching Practice I, this will be a first look at the educational reality of an educational establishment, making it a key part of the observation of classroom work in Infant Education.

Learning outcomes:

After completing this subject, students will be able to:

- Observe the classroom work by a teacher, assessing this reflectively.
- Observe the important events happening in the classroom and link them to the theory learned.
- Identify the teaching-learning processes used in the classroom.
- Gain experience in the knowledge, choice, use and assessment of didactic material and didactic intervention strategies in the classroom.
- Participate in the professional socialisation process in the classroom and the school with experienced and innovative professionals who collaborate in the strengthening of professional independence, development of self-esteem and the successful continuation of the profession.
- Write a report in English on the teaching practice in the course.

Year Three

3.21. Education for Childhood Health & Personal Independence

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary: There will be a look at the key concepts and general principles of health education - as part of the development of personal autonomy in the pupils. To achieve this, the students will be trained to be able to analyse the key elements in a health education program and to critically assess the resources, methods, strategies and techniques to include them when teaching. All of this will be linked through attention to the innate characteristics and stages in the development of independence at this educational stage. The need to establish coordination with the families and specialised personnel will be considered for the creation of coordinated work guidelines for the engendering of healthy behaviours.

Learning outcomes:

After completing this subject, students will be able to:

- Know the key concepts and general principles in health education.
- Know the stages in the development of independence in infant education with regard to health education.
- Critically analyse educational materials, resources and proposals aimed at promoting the health and independence of the pupil.
- Analyse and solve some simple practical health education cases.
- Apply the knowledge, abilities and attitudes to solving practical cases.
- Apply simple proposals to co-opt the families into the development of health education proposals.

3.22. Reading & Writing: Teaching & Learning

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The acquisition of preparatory abilities which favour the development of literacy comprises a key landmark in early childhood. Through this subject, the students will be trained in the theoretical-practical bases of learning literacy and the didactic methods which can be used to help the process. The subject is eminently practical, based on theory and classroom experience.

Learning outcomes:

After completing this subject, students will be able to:

- Know the learning process and methodology for literacy.
- Know about fine motor skills and reading techniques.
- Know the different methodologies and teaching methods for literacy.
- Design and develop programs, materials, didactic resources and strategies focused on learning literacy.
- Assess the learning process for literacy for each pupil.

3.23. Infant Education: Observation, Innovation & Educational Projects

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

A wish to improve teaching is essential but not enough to ensure the educational establishment responds to the demands of the society in which it is immersed. Before seeing the innovation process, which stages feature and which quality criteria, it is necessary to know the framework in which innovation needs to fit, along with previous innovative actions that have been undertaken successfully. Educational innovation is a means which ensures improvement of the teaching process, adapting it to the present situation.

The student will be initiated into research, being given the tools and developing attitudes towards research as a source of information for their ongoing training.

Learning outcomes:

After completing this subject, students will be able to:

- Know the defining traits of a project considered innovative and differentiate it from other education activities in the classroom.
- Know the innovative experiments for the 0-6 year age group undertaken by renowned institutions.
- Distinguish the innovative educational actions from the improvements and actions linked to reform plans.
- Design innovative educational projects, linked to the Educational Project at the School and in collaboration with the various social and territorial agents.
- Assess innovative learning experiences (group learning, corners, project work, PBL and other educational innovation methods).

3.24. Infant Education: Teaching Skills

Credits: 4

Type: Compulsory

Contact hours: 48

Study hours: 52

Summary:

Teachers need to be in possession of abilities that allow them to handle the classroom optimally as a condition to guarantee personalised teaching and pupil learning. Through this subject the characteristics that a person must possess to be a good teacher will be identified and the necessary teaching strategies to secure pupil motivation will be tackled. Alongside the development of communicative abilities, the development of other abilities will be examined, such as social skills, the ability to handle conflicts in the classroom, interaction in the classroom, mediation and how to enliven groups. The goal of effecting the development of teaching abilities is to maximise pupil learning.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the teaching skills necessary for Infant Education.
- Express themselves correctly in Spanish (orally and in writing), as a necessary part of effective communication.
- Know the classroom interaction processes - among pupils and with the teacher - to be able to establish interaction strategies.
- Apply teaching strategies conducive to boosting pupil learning in the classroom.
- Apply the abilities developed to solving practical cases.

3.25. Teaching Nature, Society and Culture

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject provides students with basic didactic strategies to be able to bring to life nature, society and culture for early learners. The future teachers will be trained to be able to undertake small studies into matters of scientific interest and reflect these in the classroom and outside, creating projects, units, workshops and didactic materials in accordance with the planning approaches focused on nature.

Learning outcomes:

After completing this subject, students will be able to:

- Acquire basic training in the key contents of the Experimental and Social Sciences.
- Know the most typical means, materials and resources in the teaching-learning of Nature, Society and Culture at Preschool level.
- Plan activities that awaken scientific curiosity in the children.
- Foster interesting skills and a respect for the environment through didactic projects.

3.26. Teaching Arts and Music

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The objective of this subject is knowledge of the theoretical and didactic bases of manual, visual and musical education at preschool level. It provides the theoretical and methodological foundations necessary to recognise and foster developmental features at this age connected to manual perception and expression. It helps to reflect on early childhood artistic possibilities within a broad conceptual framework which covers both social factors referring to the idea of a cultural heritage and individual features with reference to the development of personal creativity.

This subject reveals the art education curriculum, in manual and audiovisual terms. Acquire resources to encourage a lifetime's participation in manual activities at school and beyond. Develop and assess curricular content using appropriate didactic resources.

Learning outcomes:

After completing this subject, students will be able to:

- Know the Preschool visual, manual and music education curriculum.
- Know the theories on the acquisition and development of the learning process with regard to the curricular content.
- Recognise that manual, visual, artistic and musical expression is a tool in the holistic development of the child.
- Develop didactic initiative which favours creativity, taste and interest in art in its different forms inside and outside the classroom using different expressive techniques and platforms.
- Critically assess the didactic material available.
- Create their own material for the development of teaching-learning for visual, manual and musical expression.

3.27. Psychomotricity, Play & Learning

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject responds to the importance of movement in child development and its connection with learning processes. The role of play in childhood development is looked at closely. Based on the knowledge acquired about developmental psychology, psychomotor development is tackled specifically at this developmental stage as is the need to express different situations and states through one's body. The subject will further the bases of psychomotor education and implement abilities and skills through fun activities which will be proposed in the course.

Learning outcomes:

After completing this subject, students will be able to:

- Know the conceptual bases for psychomotor education at preschool level.
- Understand the importance of movement and play as learning aids.
- Apply the knowledge acquired in other subjects to psychomotor development.
- Favour the acquisition of learning using traditional and modern games as learning resources.
- Design, plan, execute and assess educational activities enabling psychomotor development.
- Critically assess educational proposals that include the importance of play as a methodological and learning strategy.

3.28. Psycho-Pedagogical Intervention

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject seeks to provide the student with the capacity to detect and orient the needs of Preschool pupils and teachers so as to provide educational answers to pupil diversity, facilitating the necessary tools to plan classroom interventions. Therefore, the situation is examined from the perspective of each of the agents involved: family, specialists, guidance team, etc.

This subject works from an initial concept of the pupil as a person with diverse capacities, talents and handicaps. This is the goal of the subject: studying diversity and the educational needs associated with developmental disorders.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the measures to serve the needs of diversity for the pupils with general developmental and behavioural disorders.
- Design an identification and detection process for the educational needs derived from pupils' disorders.
- Be competent at identifying the different suitable educational intervention models for diverse individuals, groups and contexts.
- Plan the educational strategies and responses which prevent exclusion and discrimination and foment pupils' independent learning in light of the objectives and content at the corresponding educational level.
- Design educational interventions to be applied to each of the situations where difficulties arise with pupils with general developmental and behavioural disorders.
- Show comportments and attitudes which respect equality, equity and the rights of pupils with developmental disorders in order to favour their social inclusion and educational integration.

3.29. Teaching practice II

Credits: 14

Type: Compulsory

Contact hours: 7

Study hours: 368

Summary: The fundamental objective of teaching practice is to offer the students theoretical-practical training which prepares them for the future performance of their professional educational tasks. This comprises a notable opportunity for our students to acquire and improve the skills necessary for their profession. A combination of theory and practice in a school where they can plan, develop and assess the curriculum, and reflect on actions.

With Teaching Practice II, there is a more active immersion into the educational reality of the classroom, participating alongside the classroom teacher in the designing and development of the pupils' teaching-learning process.

Learning outcomes:

After completing this subject, students will be able to:

- Identify situations that enable learning and reflection on the variables involved.
- Analyse and interpret how the classroom is organised and operated.
- Cooperate with the teacher in the planning of a suitable teaching-learning process within the current legal framework.
- Create short didactic proposals applicable to the classroom situation.
- Start reflective teaching.
- Write a report in English on the teaching practice in the course.

Year Four

3.30. Teaching practice III

Credits: 24

Type: Compulsory

Contact hours: 7

Study hours: 593

Summary: The fundamental objective of teaching practice is to offer the students theoretical-practical training which prepares them for the future performance of their professional educational tasks. This comprises a notable opportunity for our students to acquire and improve the skills necessary for their profession. A combination of theory and practice in a school where they can plan, develop and assess the curriculum, and reflect on actions.

In the case of Teaching Practice III, the student will have the chance to participate actively in classroom teaching and start to know about the organisation of the school and the participation of the various educational agents involved.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the main socio-educational agents, areas and networks involved in the educational process.
- Know how to design, plan and assess educational proposals for the classroom.
- Identify and assess the suitability and efficiency of the ways the school cooperates with the various sectors of the school community and local milieu.
- Monitor the educational processes using observation, application and assessment techniques and strategies applied to the teaching-learning process.
- Develop self-critical thought about themselves and the creation of their own professional profile.
- Write a report in English on the teaching practice in the course.

3.31. End of Degree Project

Credits: 6

Type: Compulsory

Contact hours: 22

Study hours: 138

Summary:

The EDP constitutes an original case study which focuses on a feature that is relevant to the situation in education - linked to the areas studied by the pupil during the degree, teaching practice, majors - or any other topic of educational importance in which the student shows the intellectual capacity and maturity to tackle a piece of research - theoretical, historical, experimental or applied (didactic experience). Likewise, it must serve so the pupil can show their competence to delve into a problem or matter that may, eventually, lead to an improvement in education in any of its areas, undertake research and express themselves correctly in writing and orally in the manner of a university student. The End of Degree Project will be defended orally.

Learning outcomes:

After completing this subject, students will be able to:

- Critically apply the lessons received, showing the ability to rigorously define and narrow down a topic, problem or area of study and create a pertinent contextualised response to this matter.
- Apply processes and procedures to collect, analyse and interpret relevant data and information methodically, reaching pertinent conclusions which are argued coherently and rigorously.
- Produce a written text in line with criteria of quality and academic rigour within the study area which systematically brings together the approach, process and result of the work undertaken.
- Show the ability to reflect and critically analyse the topic contemplated, including theoretical frameworks and available knowledge and judgements which include social, scientific and ethical reflections.
- Put across the competences acquired and rigorously and convincingly present the work undertaken both orally and in writing.
- Write 50% of the End of Degree Project in English, as stipulated in the final project guidelines.

Elective Itinerary: Teaching a Foreign Language (English)

Contact hours: 375

Study hours: 750

3.32. CLIL: Training for Bilingualism

Credits: 6

Type: Optional

Summary:

CLIL (Content and Language Integrated Learning) refers to the situations in which the subjects or part of them are taught in a foreign language with a dual objective: learning the content and the simultaneous learning of the foreign language.

This subject aims to provide the student with the necessary strategies to apply a CLIL focus to the teaching of Preschool subjects.

Learning outcomes:

After completing this subject, students will be able to:

- Know the CLIL focus and what it contributes to classroom teaching.
- Deepen the emphasis on 'problem solving' and 'know how to do things' in other languages as applied to specific subjects.
- Design a specific proposal for teaching curriculum content in specific areas in English.
- Critically assess the application of CLIL in the teaching of a specific subject.

3.33. Education Systems in English-Speaking Countries: Best Practices

Credits: 6

Type: Optional

Summary: This subject will take a look at the education system in English-speaking countries to identify Good Practices in Preschool teaching-learning which can contribute guidance to develop teaching abilities.

Learning outcomes:

After completing this subject, students will be able to:

- Know the education system in English-speaking countries.
- Identify Good Practices in teaching implemented in the education systems studied.
- Assess the most noteworthy of the Good Practices analysed.
- Establish connections between the English-speaking education system and its Spanish equivalent.

3.34. English III

Credits: 6

Type: Optional

Summary:

Acquire advanced level knowledge, skills and techniques so the student may use English as a work tool in Infant Education. Train and enable the student to foment effective communication in advanced level English.

Learning outcomes:

After completing this subject, students will be able to:

- Speak in English fluently, according to the communication situation, in the right place and for the communicative needs.
- Formulate oral and written messages in English fluently and correctly to achieve effective communication.
- Apply advanced level English grammar and vocabulary in diverse communicative situations.
- Independently, fully understand rather difficult texts related to the formal educational field.

3.35. Teaching English as a Foreign Language

Credits: 6

Type: Optional

Summary:

Through this subject, the student is prepared to work as a future Infant English teacher. They are provided with the resources and strategies to teach English, with a particular focus on pupil learning.

Learning outcomes:

After completing this subject, students will be able to:

- Know the various focuses that exist as regards teaching English as a foreign language.
- Critically assess didactic proposals for the teaching of English as a foreign language.
- Design a specific teaching-learning proposal adapted to Infant Education.
- Create simple material in English adapted to specific classroom needs.

3.36. Foreign Language Educational Materials

Credits: 6

Type: Optional

Summary:

This subject examines foreign language (English) materials, resources and educational proposals to identify tools which are interesting and of pedagogical value to be included in classroom teaching to encourage bilingual learning.

Learning outcomes:

After completing this subject, students will be able to:

- Identify sources to obtain foreign language resources and materials.
- Critically assess the current foreign language resources and materials.
- Know how to include the chosen resources and materials in the curriculum.
- Create simple foreign language materials applicable to classroom needs.

Elective Itinerary: Physical Education

Contact hours: 375

Study hours: 750

3.37. Sociology of Physical Activity

Credits: 6

Type: Optional

Summary: Through this subject there will be a sociological examination of physical activity, analysing its importance socially and culturally and as a path to personal development and as an opportunity for social transformation.

Learning outcomes:

After completing this subject, students will be able to:

- Know the importance of physical education within childhood educational development.
- Understand the meaning and purposes attributed to physical activity and sport as topical social and cultural bases.
- Understand the link between doing physical-sports activity and various social characteristics of people (gender, social class, ethnicity, etc.).
- From a social transformation angle, analyse the framework of relationships and interactions between sport and modern societies.

3.38. Alternative Games & Sports

Credits: 6

Type: Optional

Summary: In recent years the importance of physical education has acquired a special relevance. A series of contents, focuses and materials have been added to its specific traditional curriculum which place great emphasis on games and other alternative sports as resources with a great pedagogical potential. In this subject, there will be an analysis of games and alternative sports and their inclusion in regulated classroom activity.

Learning outcomes:

After completing this subject, students will be able to:

- Know the different pedagogical applications of games.
- Know the various alternative sports and their application to school activity.
- Identify the diverse ways these resources can be applied, per the developmental characteristics of the pupils.
- Critically reflect on their pedagogical value as educational resources.
- Design a specific classroom activity including the use of games and alternative sports.

3.39. Psychomotricity & Body Language

Credits: 6

Type: Optional

Summary: Psychomotor development has gained great importance in childhood development and psychomotricity has become a valid educational resource to work on body language. This subject covers the connections between psychomotricity and body language, analysing resources and tools to ensure the psychomotor activities proposed for the classroom favour work on body language.

The subject will further the bases of psychomotor education and implement abilities and skills through fun activities. This is a matter of educating using the human body as a source of body language.

Learning outcomes:

After completing this subject, students will be able to:

- Know the developmental stages of psychomotor development in the 0-6 age group.
- Know body language proposals for the 0-6 age range.
- Critically assess the psychomotor development programmes available for infant education.
- Design a classroom psychomotricity proposal to work on body language.

3.40. Learning and Psychomotor Development

Credits: 6

Type: Optional

Summary: Within a child's development, movement is of great relevance as a facilitator of holistic inclusive learning. This subject will seek the connections between learning and psychomotor development, analysing specific didactic proposals and the tools and methods which favour them.

Learning outcomes:

After completing this subject, students will be able to:

- Know the basics of psychomotor development as a learning source.
- Critically assess the psychomotor development programmes available for infant education.
- Design a classroom psychomotricity proposal considering the intended learning objectives.

3.41. Adapted Physical Activity

Credits: 6

Type: Optional

Summary: Attention for pupils with special educational needs requires designing adapted proposals, resources and material to ensure the intended goals are achieved. The teacher must know and be able to implement classroom activities adapted to the individual characteristics of their pupils.

Learning outcomes:

After completing this subject, students will be able to:

- Identify individual differences in the development of the child at primary level with regard to psychomotor development.
- Identify the special educational needs derived from individual differences.
- Design a physical activity proposal adapted to respond to pupils with special educational needs.
- Critically assess didactic proposals on physical activity to be undertaken by pupils with special educational needs.

Elective Itinerary: Therapeutic Pedagogy: Diagnosis, Guidance and Pupil Diversity

Contact hours: 375

Study hours: 750

3.42. Detection of Difficulties and Intervention in the Mainstream Classroom

Credits: 6

Type: Optional

Summary: This subject tackles identifying classroom learning difficulties, enabling the teacher to be the first identifier of possible special educational needs that later will be passed on to the specialists. Prominence is given to intervening in an interdisciplinary manner in response to incidental learning difficulties.

Learning outcomes:

After completing this subject, students will be able to:

- Identify learning difficulties which arise in the classroom.
- Inform other specialised professionals to attain collaboration from the establishment and the teacher in attending to the special educational needs identified.
- Acquire resources to foster educational integration of pupils with difficulties.
- Critically assess learning difficulty educational intervention proposals.

3.43. Detection of Difficulties and Intervention in Specific Institutions

Credits: 6

Type: Optional

Summary: This subject aims to bring interventions undertaken with special educational needs pupils into focus for the teacher. Thus, they become aware of the work of the specialised teams and, consequently, can cooperate with them on the intervention for special educational needs.

Learning outcomes:

After completing this subject, students will be able to:

- Know the learning difficulties intervention work which is undertaken in special institutions.
- Know the make up and functions of the specialised teams.
- Apply intervention guidelines proposed by the specialised teams.

3.44. Educational Guidance for SEN Pupils & their Families

Credits: 6

Type: Optional

Summary: Guidance for SEN pupils is a key element in optimising their learning process. Different forms of guiding the pupils and their families will be covered, contemplating the specific needs resulting from pupils with SEN.

Learning outcomes:

After completing this subject, students will be able to:

- Know the concept and objective of educational orientation with regard to attention given to SEN pupils.
- Know various forms of cooperation between family and school.
- Design a simple guidance proposal for SEN pupils and their families.

3.45. Accommodation of Educational Materials for SEN Pupils

Credits: 6

Type: Optional

Summary: This subject will train the future teachers in the creation of accommodated material for the individual learning needs of pupils with special educational needs.

Learning outcomes:

After completing this subject, students will be able to:

- Know the basic concepts, procedures and attitudes to make curricular accommodations.
- Recognise the curriculum accommodation process as implicit in the curriculum creation, development and assessment process.
- Create Curricular Accommodations and Curricular Diversification Programs.
- Critically consider a Curricular Accommodation.

3.46. Design, Implementation and Assessment of Tutorial Programs

Credits: 6

Type: Optional

Summary: The content of this subject is closely linked to that of 'Educational Guidance' from the first year of the course. Tutorial work is considered an inherent teaching activity within the paradigm of the holistic education of the child. It seeks not just the optimisation of the child's academic performance but also their well-being in the teaching-learning process. Developing a Tutorial Action Plan requires multidisciplinary teamwork (colleagues, counsellor, specialists, etc.). It is necessary to know how to give individual attention to each case, how to develop social and leadership abilities and how to master the decision-making processes to be able to orchestrate the whole educational environment around the child with difficulties or problems.

These plans should guarantee education that is individualised, harmonious, balanced and stable on an emotional level, where all the action of the educational community is organised and coordinated.

Learning outcomes:

After completing this subject, students will be able to:

- Acquire sufficient knowledge of the principles and objectives of the Tutorial Action Plan.
- Identify the different levels, areas, and contexts involved in the Tutorial Action Plan.
- Design a Tutorial Action Plan in accordance with the contextualization, coordination and alignment principles.
- Assess the quality of the Tutorial Action Plan per the indicators set by the agents involved.