

Programme Specification

Bachelor in Primary Education



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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.
- G07: Capacity to communicate in English 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 curriculum areas of Primary Education, the interdisciplinary relationship between them, evaluation criteria and the body of didactic knowledge for the teaching and learning procedures, respectively.
- P02: Define, plan and assess teaching and learning processes, both individually and in collaboration with other teachers and professionals at the school.
- P03: Effectively address language learning situations in multicultural and multilingual situations.
- P04: Encourage reading and critical commentary on texts from the diverse scientific and cultural domains in the school curriculum.

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- P05: Design and regulate learning zones in contexts of diversity which address gender equality, equity and respecting the human rights which comprise the values of civic education.
- P06: Foster harmony in the classroom and outside, solve discipline problems and contribute to the peaceful solution of conflicts.
- P07: Stimulate and value the effort, persistence and personal discipline of the pupils.
- P08: Know the organisation of primary schools and the variety of activities of which they are comprised.
- P09: Work as a tutor and guide for the pupils and their families, attending to the particular educational needs of the pupils.
- P10: Accept that teaching is a matter of getting better and adapting to scientific, pedagogical and social changes over the course of the career.
- P11: Cooperate with the various sectors of the educational community and social milieu.
- P12: Take on the educational side of teaching and foment democratic education for an active citizenry.
- P13: Maintain a critical and independent relationship towards knowledge, values and public and private social institutions.
- P14: Value individual and collective responsibility in the achievement of a sustainable future.
- P15: Reflect on classroom practices to innovate and improve teaching.
- P16: Acquire the habits and skills to learn alone or with others and foster this among the pupils.
- P17: Know and apply information and communication technologies in the classroom.
- P18: Selectively discern the audiovisual information that helps learning, civic competence and cultural enrichment.
- P19: Understand the function, possibilities and limits of education in modern society and the fundamental competences that affect primary schools and their employees.
- P20: Find quality improvement models that can be applied to educational establishments.

1.3. Specific competences

- E1: Understand the learning processes for the 6-12 age group in family, social and school contexts.
- E2: Know the characteristics of these pupils, in addition to the nature of their motivational and social contexts.
- E3: Master the necessary knowledge to understand the development of the personalities of these pupils and identify discrepancies.
- E4: Identify learning difficulties, report on them and cooperate in treating them.
- E5: Know the current proposals and developments based on learning the competences.
- E6: Identify and plan the solution to educational situations which affect pupils with different capabilities and distinct learning speeds.
- E7: Analyse and understand the educational processes in the classroom and outside for the 6-12 age group.
- E8: Know the basics of primary education.
- E9: Analyse teaching and the institutional conditions that form its background.
- E10: Know the historical evolution of the education system in this country and the political and legislative factors that affect it.
- E11: Know classroom interaction and communication processes.
- E12: Address and solve discipline problems.
- E13: Foster group work and individual work and effort.
- E14: Encourage educational action in values oriented towards preparing an active democratic citizenry.
- E15: Know how to tackle multicultural school situations.
- E16: Design, plan and assess classroom teaching and learning.
- E17: Be aware of and apply innovative primary school experiences.
- E18: Participate in the definition of an educational project and in the general activity at the school, paying heed to quality management criteria.
- E19: Be aware of and apply basic educational research techniques and be able to design projects for innovation, identifying assessment indicators.
- E20: Show social skills in understanding families and being understood by them.
- E21: Be aware of and know how to be a tutor and guide with regard to family education for the 6-12 age range.
- E22: Link education with its medium and work with the families and community.
- E23: 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.

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- E24: Know the historical evolution of the family: the different types of family, lifestyles and education in the family context.
- E25: Understand the basic principles and fundamental laws of the experimental sciences (Physics, Chemistry, Biology & Geology).
- E26: Know the school curriculum for these sciences.
- E27: Devise and solve problems associated with the sciences and daily life.
- E28: Assess the sciences as a cultural element.
- E29: Recognise reciprocal influence between science, society and technological development, in addition to the relevant personal comportment, to obtain a sustainable future.
- E30: Develop and assess curriculum content through suitable didactic resources and further the learning of basic competences among the pupils.
- E31: Understand the basic principles of the social sciences.
- E32: Know the school curriculum for social sciences.
- E33: Integrate history and geography from an instructive and cultural perspective.
- E34: Foster the democratic education of the citizenry and the practice of critical social thinking.
- E35: Assess the relevance of the public and private institutions for peaceful coexistence among peoples.
- E36: Know about religion over the centuries and its connection to culture.
- E37: Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
- E38: Acquire basic competences in mathematics (numbers, calculus, geometry, spatial representation, estimates and measurements, data organisation and interpretation, etc.).
- E39: Know the school curriculum for mathematics.
- E40: Analyse, reason and pass on mathematical proposals.
- E41: Devise and solve problems connected to daily life.
- E42: Assess the link between mathematics and the sciences as one of the pillars of scientific thought.
- E43: Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
- E44: Understand the basic principles of the science of language and communication
- E45: Acquire literary training and be aware of children's literature.
- E46: Know the school curriculum for languages and literature.
- E47: Speak, read and write correctly and adequately in the official languages of the corresponding Autonomous Region.
- E48: Know the learning process and methodology for written language.
- E49: Encourage reading and stimulate writing.
- E50: Be aware of the difficulties in learning the official languages for pupils from other countries.
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- E51: Address language learning situations in multilingual situations.
- E52: Communicate in a foreign language in the spoken and written form.
- E53: Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
- E54: Understand the principles contributing to cultural, personal and social learning through the arts.
- E55: Know the art education curriculum, in manual, audiovisual and musical terms.
- E56: Acquire resources to encourage a lifetime's participation in musical and manual activities at school and beyond.
- E57: Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
- E58: Understand the principles contributing to cultural, personal and social learning through P.E.
- E59: Know the school curriculum for P.E.
- E60: Acquire resources to encourage a lifetime's participation in sports activities at school and beyond.
- E61: Develop and assess curriculum content through suitable didactic resources and further the corresponding competences among the pupils.
- E62: Acquire practical awareness of the classroom and how to manage it.
- E63: Be aware of and apply interaction and communication processes in the classroom and master the social skills and abilities necessary to promote a classroom atmosphere that facilitates learning and coexistence.
- E64: Control and monitor the educational process, particularly that of teaching-learning, through mastery of the necessary techniques and strategies.
- E65: Link theory and practice to the reality of the classroom and school.
- E66: Participate in the teaching process and learn what to do by proceeding and then reflecting on the practice.
- E67: Participate in improvement proposals in the various spheres of action which may be established in a school.
- E68: Regulate group interaction and communication processes for pupils aged 6-12. E69: Know ways to cooperate with the various sectors of the educational community and social milieu.

1st Major: Major in Foreign Language (English)

- E70: 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 person's field of specialisation. In addition, capacity to understand the pedagogical bases in the holistic learning of content and foreign language.
- E71: Capacity to interact with native speakers with sufficient fluency and ease that the communication occurs with minimal effort on the part of either speaker.

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- E72: Capacity to work as a Primary School English Teacher using the CLIL (Content and Language Integrated Learning) method.
 - E73: 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.)

- E74: 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.
- E75: Capacity to create didactic material for P.E. adapted to the areas and the individual characteristics of each pupil.

3RD Major Therapeutic Pedagogy

- E76: Capacity to detect learning difficulties.
- E77: Capacity to create intervention plans for each Specific Educational Need (SEN).

2. PROGRAMME STRUCTURE

Subject	Type	Term	ECTS
Year One			
Developmental Psychology	CS	I	6
Education: General Didactics	CS	I	6
English I	OB	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
Year Two			
Design & Development of ICT Environments & Materials	OB	III	6
Learning Mathematics: The Basics	OB	III	6
English II	OB	III	9
Family, School and Society	CS	III	6
Organisation, Management & Excellence in Educational Establishments	CS	III	6
Developmental Disorders & Learning Difficulties	OB	IV	3
Teaching of Experimental Sciences	CS	IV	6
Learning Social Sciences: The Basics	OB	IV	6
Catholicism: Pedagogy & Didactics*	OB	IV	6
Teaching Practice I	OB	IV	6
			60
Year Three			
Teaching Mathematics: Research & Innovation	OB	V	6
Reading & Writing: Teaching & Learning	OB	V	6
Primary Education: Observation, Innovation & Educational Projects	OB	V	4
The Experimental Sciences: Research & Innovation	OB	V	6
Social Sciences: Research & Innovation	OB	V	6
Teaching Arts and Music	OB	VI	6
Physical Education: Didactics	OB	VI	6
Psycho-Pedagogical Intervention	OB	VI	6
Teaching practice II	OB	VI	14
			60
Year Four			
Major in Foreign Language (English)	OP	VII	30
Major in Physical Education	OP	VII	30
Major in Therapeutic Pedagogy: Diagnosis, Guidance and Pupil Diversity	OP	VII	30
Teaching practice III	OB	VIII	24
End of Degree Project	OB	VIII	6
			60
TOTAL			240

(*) Subjects required to obtain the **ECCLESIASTICAL DECLARATION OF ACADEMIC COMPETENCE (DECA)**

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 Primary 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:

After completing this subject, students 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 which occur from the age of 6 to adolescence in the various developmental areas.
- Apply knowledge about human development to the detection of developmental risks.
- Make a simple assessment of whether a proposed primary 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 designing 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 innovations of the
- 20th century in preschool and primary education.
- 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: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Provide the student with the knowledge, skills and techniques to use English as a work tool in Primary 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 English (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 primary 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, in particular for the 6-12 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 contents oriented towards knowing and identifying the needs of primary 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 Primary Education.

3.8. Theory and History of Education

Credits: 3

Type: Compulsory

Contact hours: 38

Study hours: 37

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 Primary 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.
- Appreciate language as the basic code of communication, that as such has some rules, components and tools of use.

3.10. Diversity, Interculturality, Equality 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 the correct strategies to be selected in the classroom of the student and work with families and with other external professional.

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 aimed at the design and application of teaching-learning resources and methods focused on musical, manual and visual education - with specific ICT support. Emphasis is placed on the importance of the critical and educational usage of the TV, computers, consoles, videogames, telephones and smartphones and other audiovisual and on-line media as resources to favour cultural, personal and social training in the arts.

Learning outcomes:

After completing this subject, students will be able to:

- Know the ICT resources for education available on the market.
- Determine the most suitable technological didactic resources based on the educational objectives and characteristics of the pupils.
- Plan the use of the ICTs in the curriculum in musical, manual and visual teaching.
- 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.
- Critically evaluate and the different ICT resources for teaching music, visual and plastic arts.

3.12. Learning Mathematics: The Basics

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The main goal of this subject is to undertake an initial examination of the science of mathematics, considering it an instrument that is necessary for daily life and to transform society. It is intended the student acquires the abilities and skills necessary to give mathematics classes in an innovative style that favours meaningful learning among the pupils; aiming to understand the mental mathematical structure of the pupils to better know where thought and learning occur.

Learning outcomes:

After completing this subject, students will be able to:

- Know the foundations, objectives, goals and content of Mathematical learning in Primary Education.
- Know how children build up mathematical knowledge in its various strands.
- Develop strategies and resources to encourage the logic-mathematical processes appropriate to the age group in Primary School children.
- Apply the mathematical content to problems connected to daily life in an innovative way.
- Show mathematics as one of the pillars of scientific thought.

3.13. English II

Credits: 9

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Examine in detail the knowledge, skills and techniques to use English as a work tool in Primary 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 the child's education and consequently encourage their participation in school life, recognising the contributions of different cultures to the construction of 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 establishment.
- 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: 37

Study hours: 38

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 stages that comprise Primary 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. Teaching of Experimental Sciences

Credits: 6

Type: Basic

Contact hours: 72

Study hours: 78

Summary:

This subject is intended to reveal the basic steps in the scientific method. Recognise the need to develop scientific procedures at this stage at school and know how to design activities to accomplish this in accordance with the Primary Education curriculum.

Learning outcomes:

After completing this subject, students will be able to:

- Know the scientific methodology applied to research in education.
- Understand basic concepts linked to the experimental sciences.
- Identify the basic principles and fundamental laws of these key sciences for the teaching and learning process at primary level.
- Analyse and understand the educational and learning processes inside and outside the classroom for the 6-12 age group.
- Value the pursuit of science and its results over the history of mankind with regard to awareness of the self and of others, natural phenomena and social evolution.
- Understand the basic principles and fundamental laws of the experimental sciences and master the specific abilities to generate scientific knowledge (design experiments, fieldwork and scientific communication).
- Develop experiments based on their own creation of the necessary materials.

3.18. Learning Social Sciences: The Basics

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The objective of this subject is to examine the basic principles of the Social Sciences through knowledge of the Primary School curriculum, and a look at the teaching-learning goals and strategies which guide how the subject is introduced in the classroom.

Learning outcomes:

After completing this subject, students will be able to:

- Know the school curriculum for the Social Sciences in Primary Education.
- Identify the methods and contributions of each of the social sciences to societal knowledge.
- Understand the teaching-learning strategies which best fit the nature of the Social Sciences.
- Apply the key factors which govern the conversion of the Social Sciences from scientific knowledge into educational knowledge.
- Integrate all the interlinked areas which, from different perspectives, study facts, situations, events and processes of the past and present derived from the actions of man as an individual and as a member of society, and his relationship with the environment.

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 the child.
- 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: 155

Study hours: 25

Summary:

The purpose of the practice is to enable the first professional reflections on the back of guided observation of real teaching. The future teacher has already been a pupil, now they return to analyse school from a different angle with a degree of consistency and substantiation; meanwhile, it is a good time to confirm if this really is the profession for them.

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 Primary 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. Teaching Mathematics: Research & Innovation

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Once they are aware of the importance and potential of mathematics for this age group, this subject provides the necessary knowledge for the future primary school teacher to develop the skills which mean they can design and implement didactic proposals which will enable their pupils to acquire the basic abilities to achieve the objectives of the primary curriculum in mathematics. The student will see the basic research tools for their area of knowledge.

Learning outcomes:

After completing this subject, students will be able to:

- Understand the curriculum design necessary for school mathematics so the subject matter learned by the pupils is coherent, well structured and grounded in the nature of the area of knowledge.
- Identify innovative elements in the teaching and learning methods for Mathematics.
- Undertake simple research projects to be applied in the classroom.
- Create appropriate didactic proposals for the development of competences pertinent to mathematical learning.
- Critically analyse materials and resources for the teaching of primary mathematics.

3.22. Reading & Writing: Teaching & Learning

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject covers matters related to communicative competence and discursive style. From there, the complex processes of reading and writing will be examined, positioning this reflection within the legislative framework. Coverage will also be given to the content focused on initial teaching - from 6-12 years old - with the contributions which uphold the functional-constructivist view (importance of usage, idea of phonological awareness, etc.), complemented with knowledge of the so-called reading methods. Lastly, there will be a look at the teaching of reading comprehension and writing output, addressing the need to develop these capacities through progressively more complicated texts.

Learning outcomes:

After completing this subject, students will be able to:

- Know suitable resources, strategies and material to develop an awareness of the alphabet writing and spelling system.
- Develop didactic suggestions, bearing in mind the connections that exist between spoken and written language and, also, between reading and writing.
- Choose the learning content that is suitable for the level of the pupils, and their personal and social interests.
- Organise a classroom where there is a broad range of written language.
- Continuously assess how the pupils are doing in reading and writing and, likewise, the teaching-learning processes involved.
- Apply resources and strategies to develop reading comprehension.

3.23. Primary Education: Observation, Innovation & Educational Projects

Credits: 4

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Description: Education, as a social science, requires a constant process of scientific reflection. This subject will cover the need for the educational establishment to respond to the demands of the society in which it is immersed. Before seeing the innovation process, the framework in which innovation needs to fit is examined, along with previous innovative actions that have been undertaken successfully.

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:

- Understand education as a social science.
- 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 6-12 age group undertaken by renowned institutions.
- Identify innovative educational projects in the area of the Social Sciences.
- 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 educationally innovative methods) applied to the Social Sciences.

3.24. The Experimental Sciences: Research & Innovation

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

Content will be presented in this subject that allows the future Primary School teacher to teach science in a thoughtful and innovative way. An examination will be made of the contribution of Didactics to the Sciences which justifies acquiring this knowledge that is applicable to daily life. Particular attention will be paid to the methods to awaken interest in the sciences and the didactic approaches that allow this content to be learnt. Part of the content will be devoted to raising awareness about the environment to advance sustainable development. The student will see the basic research tools for the Experimental Sciences.

Learning outcomes:

After completing this subject, students will be able to:

- Know the school curriculum for the experimental sciences, both in terms of content and objectives and teaching methods, use of didactic resources and assessment criteria.
- Use simple research tools and techniques for the Experimental Sciences.
- Develop laboratory experiments using the didactic material provided there and acquiring the procedural abilities required therein.
- Organise activities and excursions that favour fieldwork.
- Critically assess innovative projects to help learn the Experimental Sciences.

3.25. Social Sciences: Research & Innovation

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

This subject provides the necessary knowledge for the future Primary School teacher to develop the skills which mean they can design and implement innovative didactic proposals which will enable their pupils to acquire the basic abilities to achieve the objectives in the Primary Education curriculum for Social Sciences. The student will see the basic research tools for the Social Sciences.

Learning outcomes:

After completing this subject, students will be able to:

- Acquire ability in using the main procedures in the Social Sciences.
- Use simple research tools and techniques for the Social Sciences.
- Detect innovative teaching-learning proposals in the Social Sciences.
- Create appropriate didactic proposals for the development of competences pertinent to the Social Sciences.
- Develop a critical and reflective capacity to assess learning proposals.
- Undertake simple research projects to be applied in the classroom.
- Critically assess innovative projects to help learn the Social Sciences.

3.26. Teaching Arts and Music

Credits: 6

Type: Compulsory

Contact hours: 42

Study hours: 33

Summary:

The subject will enable the future Primary teacher to foster and provide learning and competences in Manual, Musical and Visual Education for primary school children. Hence the subject has a suitable theoretical framework and a wide range of practical proposals which bring the student face-to-face with the reality of their future teaching work. Therefore, through different types of Manual, Musical and Visual Education-based tasks, the students will have to coherently use elements of the curriculum, create practical projects, design sessions, apply diverse didactic strategies and use assessment measures, amongst others.

Learning outcomes:

After completing this subject, students will be able to:

- Know the Primary School art and music education curriculum.
- Identify the contribution of arts literacy to the holistic education of the child.
- Recognise that manual, visual, artistic and musical expression is a tool in the development of other areas of the curriculum at this stage.
- 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. Physical Education: Didactics

Credits: 6

Type: Compulsory

Contact hours: 72

Study hours: 78

Summary:

The goal of primary level physical education is to provide the pupils with an education that helps their personal development and well-being through the acquisition of abilities and capacities that will serve them as instruments for healthy life-long development. Thus, the teaching method put into practice aims to integrate the theoretical and practical content and involve the students in the learning process. Therefore, we use strategies such as: face-to-face sessions (theoretical and practical classes), distance learning (student doing independent learning individually or in a group) and tutorials (individual or work groups) which seek to encourage interpersonal relations, promoting respect and cooperation through physical activity. More specifically, the student is oriented towards developing motor activity and body awareness that favours bio-psycho-social balance, in pursuit of a quality of life. The right attitudes and values are fostered to encourage a healthy lifestyle. This subject aims to show the future graduates the benefits of Physical Education in the achievement of the aforementioned skills in addition to the didactic fundamentals that uphold them.

Learning outcomes:

After completing this subject, students will be able to:

- Know and be able to differentiate the nature of the contents given in P.E.
- Integrate the theory and practice seen in this subject.
- Critically assess the education implications of the distinct trends in P.E. which have contributed to Physical Education at school.
- Know how to programme different P.E. content for Primary Education.

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 Primary School 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: 425

Study hours: 25

Summary:

The purpose of this subject is to make the student reflect systematically, fundamentally and critically on school education, which will allow the student to consider the school establishment as: an organisational structure within school administration; an area for social participation in an educational, social and cultural project; and a framework within which to design, develop and assess teaching and learning processes.

What is particularly important in this subject is viewing the school establishment from an overall perspective and not as the sum of separate parts. Therefore, it is useful to observe different stages and classes, attend staff coordination meetings, analyse the documentation in the establishment and, in general, see the daily life of the school as an opportunity to develop new knowledge and techniques - as well as to begin the development of a professional identity. It is also intended that the students progressively assume responsibility for planning and executing their teaching experiences, and that they actively participate in some activities at the school.

Learning outcomes:

After completing this subject, students will be able to:

- Think self-critically about themselves and the creation of their own professional profile.
- Experience reflective teaching.
- Assess the cooperative strategies and instruments used with the families and community.
- Identify situations that enable learning and reflection on the variables involved.
- Analyse the organisation and operations of the classroom and establishment.
- Identify the important events happening in the classroom and link them to the theory learned.
- Write a report in English on the teaching practice in the course.

Year Four

Elective Itinerary: Teaching a Foreign Language (English)

Contact hours: 350

Study hours: 330

3.30. 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 Primary School 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.

3.31. 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 Primary School 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.

3.32. 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 Primary Education. Train and enable the student to foster effective advanced level communication in 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.

3.33. Teaching English as a Foreign Language

Credits: 6

Type: Optional

Summary:

Through this subject, the student is prepared to work as a future Primary School 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 Primary Education.
- Create simple material in English adapted to specific classroom needs.

3.34. 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: 350

Study hours: 400

3.35. 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.

3.36. 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.

3.37. 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 6-12 age group.
- Know body language proposals for the 6-12 age range.
- Critically assess the psychomotor development programmes available for primary education.
- Design a classroom psychomotricity proposal to work on body language.

3.38. 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 primary education.
- Design a classroom psychomotricity proposal considering the intended learning objectives.

3.39. 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: 350

Study hours: 400

3.40. 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.

3.41. Detection of Difficulties and Intervention in Special 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.

3.42. 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.

3.43. 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.

3.44. 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.

3.45 Teaching practice III

Credits: 24

Type: Compulsory

Contact hours: 695

Study hours: 25

Summary:

This third period of teaching practice is in the final year of the degree and its general purpose is to facilitate the socialisation of the future primary teachers. In Teaching Practice III, the intention is that the future teacher feels an active participant in the educational community at the school, putting into practice, assessing and expanding their professional competences under the tutorship of professionals at the school and university.

Learning outcomes:

After completing this subject, students will be able to:

- Identify the social matters affecting current education, recognising the main socio-educational agents, areas and networks involved in education.
- Analyse the educational processes using observation, application and assessment techniques and strategies applied to the teaching-learning process.
- Further analyse their own professional practice and, with the help of the tutors, reflect on observations made using professional analytical categories and schematics.
- Analyse the state of education from observations of the in-school and, especially, the classroom experience.
- Develop teaching and learning situations in the school.
- Develop attitudes, knowledge, strategies and capacities for cooperation with members of the educational community.
- Link theoretical knowledge seen in the various subjects in the Degree prior to this experience to the situations observed in the school environment and, particularly, in the classroom.
- Write a report in English on the teaching practice in the course.

3.46 End of Degree Project

Credits: 6

Type: Compulsory

Contact hours: 22

Study hours: 138

Summary:

The intention is the student has the opportunity to apply the theory in practice and to reflect, beginning research. This is individual work which the student undertakes under the guidance of a tutor and it will allow them to holistically show the training received and the competences acquired connected to the Degree. At least 50% of the sections must be in English; special attention is given to matters of innovation, research-action and new teaching-learning methods.

Learning outcomes:

After completing this subject, students will be able to:

- Apply the up-to-date knowledge of present educational challenges.
- Link the theoretical knowledge of the study areas in the End of Degree Project to specific practice.
- Explicitly assess the distinct approaches to the situation in education.
- Analyse the relevant information sources or key authors with regard to the research topic pursued.
- Work independently on the creation of the End of Degree Project through suitable planning and self-regulating of the process.
- Write in a scientifically academic style, i.e. for journals or magazines.
- Write 50% of the End of Degree Project in English, as stipulated in the final project guidelines.