

YEAR	COURSE CODE	NAME	DESCRIPTION	ECTS
Yr 1	46300	Developmental Psychology	<p>Psychology course belongs to the basic study programme of Primary Degree. This programme includes Developmental Psychology, Educational Psychology and Developmental and Learning Disorders course units. These courses are placed among the first and second year with the aim of underpinning foundations upon which the future teacher can achieve the understanding of their students characteristics, their evolving processes and the teaching-learning form a holistic and global approach, holding up a set of perspectives and theories as well as the knowledge, management and understanding of the main developmental and learning problems, and diversity attention.</p> <p>Developmental Psychology in the Primary Teacher Degree is a basic course according to the defined guidelines for the building of the European Higher Education Area (EHEA) which train the student in the knowledge, understanding and management of the main issues of development: cognitive, personality, physical and motor, the factors that account them and the implications for the future education work of graduates.</p> <p>It is convenient that the course programme includes the developmental stages from birth to adolescence, more focused on 6 to 12 years old to obtain a better contextualization of development through childhood.</p>	9
Yr 1	46301	English Language and English Language Teaching I	<p>Learning English as a Foreign Language (EFL) and its methodology for young learners is essential for preservice teachers due to the importance given to the foreign language subject in Primary Education together with the emergence of new legislation concerning plurilingualism. In this sense, the course unit intends to practice the five communicative skills in English language to develop communicative competence in English. Likewise, it intends to show methodological aspects and didactic implementations of EFL in primary classrooms and teach the basic didactic principles for their future career as primary teachers. The course unit <i>Foreign Language and Teaching I: English</i> is included in the Module 1.1.4 (Basic Training in Foreign Language).</p> <p>Sociology focuses on the social side of education as well as on the relation of school with social context and vice versa.</p> <p>The subject Sociology of Education is part of the module 1.1.3. Society, family and school, integrated into the module 1 (Basic Training) of the Degree in Primary Education that awards the Universidad de Castilla-La Mancha. Basic Training module includes the contents of sociopsychopedagogical nature.</p>	9
Yr 1	46302	Sociology of Education	<p>The training of the would-be Primary Education teachers demands a comprehension of social, economic and political context of education, in order to adequately evaluate the teaching practice and its role in the educational reality. Sociology of Education also intends to promote the future teacher's critical and reflexive attitude, to foster his adaptative capability to a diversity of settings and to promote the initiative for innovation.</p> <p>The course unit of Psychology belongs to the basic training of the Degree in Primary Education (Teaching). It consists of the subjects of Developmental Psychology, Educational Psychology and Learning and developmental disorders. This course unit is between the first and second year, in order to establish the basis on which future teachers will be able to understand the characteristics of their students, their evolutionary process, the process of learning from a comprehensive and global perspective, supported by a set of approaches and theories, as well as knowledge management and understanding of the main developmental and learning problems, and attention to diversity and individuality. In this sense, the area of Psychology prepares students for understanding educational situations in different contexts and provides them with knowledge, resources, methods and strategies to efficiently manage teaching and learning processes, contributing to the acquisition and development of the competences that guide the teaching practice.</p>	6
Yr 1	46303	Educational Psychology	<p>Through this course, students will learn the most important theoretical conceptions of Educational Psychology and its implications for teaching.</p> <ul style="list-style-type: none"> - The course will help students to understand cognitive, affective, motivational, socio-relational, instrumental and environmental aspects related to the teaching-learning situations, transcending the merely institutional school setting to other areas such as family context. - The overall objective of the course will be that students acquire psychological knowledge, skills and attitudes key to teachers' professional performance in primary education as well as in the field of non-formal education. - The course prepares for understanding educational situations in different contexts and gives the student resources, methods and strategies for teaching properly. <p>This course unit contributes to the initial training of educators in mathematics, which is integrated in the required training to be a teacher in Primary Education. In this context, a teacher must be able to answer the question about what, how and when to teach and assess in multiple subjects. Therefore, a future teacher in Primary Education must be qualified to evaluate and choose from a huge range of diverse pedagogical options and must acquire competences associated with the field of curricular design.</p>	6
Yr 1	46304	Teaching Numbers and Stochastics	<p>This course unit is placed in module 1.2.3 "Teaching and learning of Mathematics", within module 1.2. "Teaching and field requirements" and 1. "General training".</p>	9

Yr 1	46307 Teaching-Learning Processes	<p>The subject Teaching and Learning Processes belongs to the General Training of the Degree in Teacher in Primary Education, and is integrated into the Basic Training, specifically in Module 1.1.1.: Learning and development of personality. This subject focuses on the pedagogical vision of the teaching and learning processes that future Primary Education teachers must acquire to promote the development of the necessary skills that guide teaching practice. Therefore, aspects such as: teaching styles, teaching models, classroom climate, teaching planning and its development and evaluation are essential aspects to take into account in the teaching-learning processes. The Teaching and Learning Processes subject helps students develop knowledge acquisition processes focused on inquiry and critical reflection on the teaching profile for which they are trained; the development of didactic thinking; and innovative methodological and curricular planning processes. Knowledge of the subject constitutes a basic element in the initial training of future teachers in the Primary Grade.</p> <p>The aim of education is the comprehensive development of the human being, and music is one of the subjects (but not the last) which contributes to this growth. Many studies confirm that Music Education encourages, fortifies and develops every person's respects: imagination, sensitivity, communication skills, motor coordination, awareness of senses, listening aptitude, order, logical and mathematical thinking, abstraction capacity, memory, respect for other people and rules, creativity, sociability, involvement, self-esteem, self-control, self-confidence, etc. All of them facilitate the human comprehensive development in physical aspects as well as affective and mental ones. Therefore, the course will help the students to be trained in music, as far as possible, as a future Primary School teacher in a double perspective: to their own training as a person and to qualify them to use music as a way for developing their future students of Primary Education.</p>	6
Yr 1	463019 Music Education	<p>This course unit is part of the module 'Physical Education teaching and learning', and aims to complement the future Primary teachers' training on the Physical Education area. Second year students can also find another course, which is 'Design and curriculum Development in Physical Education'.</p> <p>With this first contact with the PE didactics, students are expected to understand the pedagogical and social role of Physical Education, and know its contributions to children's integral development and to the educative system. Theoretical and practical lessons are combined in order to get these aims. Students will also experience learnings and practical knowledge through its main contents.</p>	6
Yr2	46306 Physical Education Pedagogy	<p>English teaching and learning is essential for student teachers' training due to the importance given to the foreign language subject in Primary Education and the emergence of new legislation concerning plurilingualism. In this sense, the course unit intends to delve into the practice of the five communicative skills of the English language to achieve the communicative competence in English at a B1 level, which is required for obtaining a Degree. Likewise, it intends to show methodological aspects and didactic implementations of the English language in Primary classrooms and teach the basic teaching principles for their future career as Primary teachers. The course unit English Language and English Language Teaching II is included in the Module 1.2.3.2 Training in teaching and specific area requirements (Foreign Language Teaching-Learning) of the Degree in Primary Education.</p>	6
Yr2	English Language and English Language 46308 Teaching II	<p>This course contributes to the initial training of the Teacher in Primary Education. It is linked to the teaching of the area of "Social Sciences" which is included in the structure of RD 126/2014 and D 54/2014, which establishes and orders the basic curriculum of Primary Education, within the framework of the disciplines that study people as social beings and their reality in their geographical, sociological, economic and historical aspects.</p>	9
Yr2	46313 Social Sciences I: Teaching Geography	<p>The course is included in the Studies guide of the Degree in Primary Education as Generalist Training in Block 1.2. specific area requirements, within the module 1.2.2. Teaching and learning of Social Sciences.</p> <p>This subject contributes to the training of Primary School Teachers-to-be. It is related to the area of "Social Science" teaching, which appears in the curricular framework current, in which it is established and in compliance with the basic curriculum in Primary Schools, with all other disciplines that study people as social beings and their reality in their own geographical, sociological, economic and historical aspects.</p>	6
Yr2	46314 Social Sciences II: Teaching History	<p>The subject is included in the curriculum of the Degree in Primary Education as General Training in the Block 1.2 Teaching and Specific Area Requirements, within the module 1.2.1. Teaching and Learning of Experimental Sciences and Social Sciences</p> <p>This course contributes to the initial formation of the mathematical educator integrated in the training of the teacher of primary education. In this context, a profile of the teacher who is able to respond in multiple subjects, to what, how and when to teach and evaluate is conceived. Therefore, the future teacher of primary education must be prepared to evaluate and choose among various educational options and should acquire skills in the field of curriculum design.</p>	6
Yr2	46315 Didactics of Geometry and Measurement	<p>The subject is located within the module 1,2,2 "Teaching and Learning of Mathematics", 1.2 "Educational discipline", and the 1 "General Training".</p>	9

		<p>Learning and Developmental Disorders is a basic course unit in accordance with the guidelines established for building the European Higher Education Area (EHEA) to train students in the knowledge, understanding and management of the main developmental and learning problems of their future pupils, allowing them to perform a qualified professional work in which diversity and individuality are both contemplated, at the same time.</p> <p>Other competencies developed through this subject are:</p> <ul style="list-style-type: none"> · To provide future teachers with the skills to support the most appropriate educational intervention. · To provide a set of communication skills and collaboration with students' family and other teaching teams · To encourage critical and reflective spirit which will enable them to focus and intervene appropriately in each of the difficulties encountered in their teaching. <p>Finally, we can say that our students will find in their schools and classrooms, regardless of the cycle, throughout their professional life, some pupils with learning difficulties to varying degrees. Not only must they know what happens to them but also know what and how to work with them.</p> <p>Relationship to other subjects of the Degree in Teaching: Educational Attention to Learning Difficulties, Educational Psychology, Developmental Psychology and Education and Society</p>	6
Yr2	46309 Learning and Developmental Disorders	<p>There are no previous requirements, although this course unit is quite related to others in this Degree: Sociology of Education, Teaching-Learning Processes; Management and Innovation in Educational contexts and Contemporary Trends in Education. It will be useful for students to have studied these areas. Similarly, it is advisable to have a user account in the UCLM and be familiar with the use of technological tools since the course is based on the learning platform Moodle and other Web 2.0 tools.</p> <p>The main methods of instruction will be lectures, work in small groups, debriefings, practices and discussions in the classroom. Students must acquire the ability to work with information, to summarise and to deal with it in an essay and in an argumentative way. Students must prepare a research and innovation project, and develop and explain it in groups. They must also work in a practical way, applying theory to real situations. English will be considered as the working language and teacher/student communication will be held in English. So, students in B group need to hold at least B1 competence level in English. However, Spanish will be used if necessary to clarify concepts or contents.</p> <p>The subject Management and Innovation of Educational Contexts belongs to the Basic Training of the Degree in Teacher in Primary Education, integrated into the subject Organization of the school space, materials and teaching skills. This subject focuses on the study of the functions that a Primary Education teacher should have, in the pedagogical vision of the teaching processes in this educational stage, taking into account the organization of the classroom, relationships with others professionals from inside and outside the school, time and space management. In addition, you must master the learning processes of girls and boys between 6 and 12 years of age.</p>	6
Yr2	46310 - Education and Society	<p>In addition, it is important to initiate knowledge about educational practices of an innovative nature with content based on the use and management of ICT, in past, present and future cutting-edge methodologies, in the teaching of values related to: equality between boys and girls, with respect for the environment, different abilities, ethnic groups, etc... and that must be carried out, at present, in Early Childhood Education.</p> <p>Contemporary trends in education is a course unit of 6 ECTS credits, which is offered in the Degree in teacher of Primary Education and is integrated in the Basic Training to be received as an initial training by all professionals who want to teach in primary education. The training that the student has to acquire through the referred course unit has the following purposes: understanding the educational process at the stage of primary education, considering all its dimensions, complexity, conditioning factors, situations and agents involved in it, pedagogical principles that justify and sustain it and activities and resources that support this educational process aimed at the training of democratic citizens.</p> <p>On the other hand, the knowledge and understanding of trends and educational movements that have been recently developed and are being developed are of great importance to explain and implement, in the best way possible, the educational process in line with the social conditions of each historical moment. Likewise, the students will know from this course, the historical development of the Spanish education system, its relations with the sociopolitical and ideological context at the different stages of its history, and the rules which have been created concerning Primary Education to meet the educational needs of students at this level of the education system. Knowing the situation of Primary Education at a European context is also interesting.</p> <p>However, such training cannot remain at a purely theoretical knowledge, but students have to achieve the necessary competences and develop the necessary skills for the proper performance of their work as educators, with a proper scientific basis and proper application to the educational practice according to the contexts in which they will be performed. Apart from this, the cross-curricular competences concerning universities studies and the general competences must be added.</p>	6
Yr2	Management and Innovation in Educational 46311 Contexts	<p>Contemporary trends in education is a course unit of 6 ECTS credits, which is offered in the Degree in teacher of Primary Education and is integrated in the Basic Training to be received as an initial training by all professionals who want to teach in primary education. The training that the student has to acquire through the referred course unit has the following purposes: understanding the educational process at the stage of primary education, considering all its dimensions, complexity, conditioning factors, situations and agents involved in it, pedagogical principles that justify and sustain it and activities and resources that support this educational process aimed at the training of democratic citizens.</p> <p>On the other hand, the knowledge and understanding of trends and educational movements that have been recently developed and are being developed are of great importance to explain and implement, in the best way possible, the educational process in line with the social conditions of each historical moment. Likewise, the students will know from this course, the historical development of the Spanish education system, its relations with the sociopolitical and ideological context at the different stages of its history, and the rules which have been created concerning Primary Education to meet the educational needs of students at this level of the education system. Knowing the situation of Primary Education at a European context is also interesting.</p> <p>However, such training cannot remain at a purely theoretical knowledge, but students have to achieve the necessary competences and develop the necessary skills for the proper performance of their work as educators, with a proper scientific basis and proper application to the educational practice according to the contexts in which they will be performed. Apart from this, the cross-curricular competences concerning universities studies and the general competences must be added.</p>	6
Yr2	46316 Contemporary Trends in Education	<p>This course unit is closely related to the course unit: "Management and innovation</p>	6

Yr3	Curricular Design and Development of Physical Education in Primary Education 46312	<p>This course unit, "CURRICULAR DESIGN AND DEVELOPMENT OF PHYSICAL EDUCATION IN PRIMARY EDUCATION" complements the first year degree training of the future Physical Education teachers. With this second contact with PE Didactics, it is expected that students both master the contents of the course unit and are able to program and apply them in a reasonable and critical way at the different curriculum levels. So through these different kinds of tasks and activities related to Physical Education, the students will have to use with consistency the curriculum elements, lesson design and planning, use different teaching strategies or apply different assessment instruments, among other things. This course unit will qualify the future Primary teachers' training to promote and facilitate knowledge and competences from the Physical Education curriculum in Primary Education. To this end, the course unit shall provide a theoretical framework and a wide range of practical proposals that approach the student for their future teaching career.</p>	6
Yr3	46320 Visual and Plastic Education	<p>Plastic and visual language is intrinsic to the cultural, social and individual experience of human existence. Plastic and visual education contributes to the development of faculties such as sensitivity, imagination or creativity, but it is also a necessary tool to access, from a critical position, a world in which the image and visual language have more and more presence.</p> <p>It is intended that the students not only dominate the contents of the course, but also be able to develop their own creative work that integrates such contents, as well as program them and apply them in a critical and reasoned way at the various curricular levels.</p> <p>The course will endow future teachers of Primary Education to promote and facilitate skills and learnings of Plastic and Visual Education. For this, the course has an adequate theoretical framework and a series of practical proposals that will allow the student to understand the potential of plastic and visual expression in the reality of their future teaching work. Thus, through different types of tasks related to plastic and visual expression, students will have to coherently manage the elements of the curriculum, develop artistic projects, design sessions using contemporary artistic resources or apply various creative and didactic strategies. This is the only course unit in the syllabus of Degree in Primary Education dedicated to two of the most important Natural Sciences (Physics and Chemistry). Physics and Chemistry are the key to understanding and advancing in the scientific-technological world in which we live. The working method of Experimental Sciences, called scientific method, has great potentialities and characteristics that make it particularly suitable from the educational point of view. This method has even been an inspiration for teaching methodologies in the last few decades of the twentieth century as heuristic or experimental method. Although as time went by these methodologies have become obsolete, there is no doubt that the study of scientific method itself contributes to comprising a set of skills that can be very useful both in everyday life and in the academic life of Education students. From among them, we can point out the following:</p> <ul style="list-style-type: none"> a) Understanding the role, possibilities and limits of education in today's society and core competencies that affect early childhood education, primary schools, and their professionals. b) The ability to master the area taught, the processes of knowledge construction and related teaching, plus the interdisciplinary relationship between them. c) The ability to use language appropriately in each communicative situation and critically analyse scientific and cultural texts. d) Acquiring basic scientific-cultural and technological knowledge. 	6
Yr3	The Natural Environment I: Teaching Physics and Chemistry 46323	<p>In addition, we can add the following considerations:</p> <p>This course unit contributes to the initial training of Primary Education Teachers since it is the first approach to school life and it provides students with knowledge about the school centre and its context as reference frameworks to understand the teaching practice.</p>	6
Yr3	46317 Practicum I	<p>The course unit Practicum I allows students to relate the theory learnt in other course units of the Syllabus of the Degree in Primary Education to the reality of the classroom and the centre, which permits the acquisition of knowledge, information, abilities and competences which are necessary for their career.</p>	18
Yr3	46349 English Language Teaching Methodology	<p>This course unit is part of the Foreign Language: English Minor, which constitutes the required theoretical and practical training to be an English teacher in Primary Education. The former specialty in Foreign Language Teaching has been adapted to the new educational needs: plurilingualism, multiculturality, European dimension, cooperative work, attention to diversity and inclusion, technologies and, above all, reflection. Therefore, the competences of the Minor, common to the four Faculties of Education at UCLM, are structured according to two cores: the linguistic and the teaching cores. Regarding language, the Minor consolidates the five communicative skills at a B2 level, independent user: vantage or upper intermediate, of the Common European Framework of Reference for Languages. The Minor delves into the knowledge of the language based on studying phonetics, grammar and culture. Regarding teaching, units of work and syllabi are elaborated from the current methodological perspectives, paying special attention to CLIL and the possibilities of ICT. This work is eminently practical and aimed at meeting today's classroom needs.</p>	6

Yr3	46348 English Phonetics	<p>The present-day need of primary school teachers to attain the minimum B2 level of communicative competence according to the CEFR to teach English as well as other subjects in the school curricula of the so-called "bilingual Sections" turns the command of English oral skills and therefore of correct and appropriate pronunciation skills and knowledge of the pronunciation system of standard English into an essential requisite for our students. As specialists in English, primary school teachers become the learning reference for their pupils and the model to be imitated by them. This requires having a sound theoretical knowledge and practical expertise of the standard English phonetic and phonological system as well as learning about the possible variations produced in ordinary connected speech as well as the potential changes generated by different geographical (or social) accents such as BBC English or Standard American English, which will surely improve their speaking and listening skills as well. In order to be able to predict and correct mispronunciations, students should also learn about the potential problems produced by learners in pronunciation due to interference from the L1 and become equipped with didactic strategies, activities and techniques to be applied in the teaching of pronunciation and literacy.</p>	6
Yr4	46325 Teaching Natural and Social Sciences	<p>The theoretical-practical contents proposed in this course for the initial training of future teachers in Primary Education are essential to know how to approach the understanding of the environment to the children who make up this educational stage. In this course unit, both content and basic didactic strategies are approached to bring the teaching and learning of experimental and social sciences closer to Primary Education. Students will be prepared to carry out, together with their students, simple investigations on issues of scientific interest, and to reflect these in the classroom and outside it. They will be able to elaborate projects, units, workshops, didactic materials and visits to the environment, in accordance with planning approaches focused on science, which help to achieve the intended objectives. In this course, the formative dimension of the social and experimental sciences is valued thinking about a future teaching application.</p> <p>The knowledge of the natural environment (biology and geology) is essential for teachers learning at primary school level, since children (6-12 years old) must begin to consolidate their relationship with the environment. To do that the approach needs to be addressed in an increasingly scientific and systematic way to the living beings and the geological materials and processes. For this reason, future teachers should acquire competences that are valid to train the students in relation to the human body, food and health, in its broad sense, living beings, their physiology and environment and the evolution. In the field of geology, future teachers must achieve a correct and solid knowledge regarding the origin and evolution of our planet, as well as its current dynamics, abandoning misconceptions. Primary school teachers must know the minerals and their physical properties, the rocks and their formation processes, the applications of rocks and minerals. Finally, they should know the value of geological materials as vestiges of the past.</p> <p>The biological part should allow the future Primary school teacher to acquire training on a particularly important content, "healthy eating", to work with children of these stages in the prevention of overweight and obesity. Both problems have been declared as priority interest by the health authorities. Spain is one of the European countries with the highest figures in these disorders. In terms of geological aspects, this course unit will provide the future teachers of Primary Education with correct knowledge of our planet and the processes developed in it.</p>	6
Yr4	46326 Biology and Geology	<p>The course unit complements perfectly with other topics such as Teaching Natural and Social Sciences and Cultural Studies and The Natural Environment I: Physics, Chemistry and Physics and Chemistry Education. They complete the scientific and</p>	6
Yr4	46324 Practicum II	<p>Practicum II continues the training initiated in Practicum I, the knowledge of the classroom and the educational centre and its context as reference frameworks to understand the teaching practice. This course, the last of the Syllabus of the Degree in Primary Education, is aimed at putting into practice their basic training in teaching and specific area requirements acquired in the different curricular areas. Moreover, the teaching practicum of the 4th grade will permit the acquisition of knowledge, information and abilities which are necessary for students' career.</p>	24

Yr4	46350 English Language Teaching	<p>The specialty in Foreign Language: English provides the theoretical and practical training required for the exercise of teaching English in the Primary classroom. The former specialty of Teacher in Foreign Languages has been adapted to the new educational needs: multilingualism, multiculturalism, European dimension, cooperative learning, attention to diversity, use of new technologies and, above all, the principle of reflection. In this way, the competences of the English specialty degree are common to the four Faculties of Education of the University of Castilla-La Mancha. These competences are structured around two main cores: the linguistic and didactic one. The didactic part focuses on the elaboration of didactic units and the programming based on current methodological perspectives, particularly the CLIL approach, taking into account the possibilities offered by the new technologies, with an eminently practical purpose and oriented to the needs of the current classrooms.</p> <p>The course 'English Language Teaching' is essential for future teachers, in order to acquire the competence to teach in different educational contexts, familiarizing them with the teaching-learning strategies necessary to exercise their future teaching in Primary and Secondary Education and its implementation in the classroom. In addition, this course aims to teach future teachers to experiment and research in the teaching-learning process, without fearing innovation and the new challenges that our society demands: multilingualism, multiculturalism, European dimension, cooperative work, attention to diversity, Use of new technologies and above all, working the principle of reflection. Reflective teaching will be a fundamental aspect in the professional development of future teachers. Also, this course intends to be aware of the educational demands of the Autonomous Community, Spain and Europe. In addition, it aims to train future professionals to</p>	6
Yr4	46351 English Grammar and Discourse	<p>Not only is the knowledge of the English language essential for the training and profesional development of the future Primary Education teachers; it is also crucial for them to know how English is structured as well as its main elements and units. In this regard, the course unit Grammar and Discourse delves into the scientific study and systematic reflection of English grammar (morphology and syntax) and discourse. This course focuses on one of the two dimensions on which the speciality of Foreign Language: English is based: the knowledge of grammar as part of the more general knowledge of the English language. After completion of the course, students will be able to know the basic principles of English grammar and apply them in their future jobs in order to teach the language succesfully.</p> <p>The course unit English Grammar and Discourse is integrated in the speciality of Foreign Language: English which belongs to the Degree of Teacher in Primary Education.</p>	6
Yr4	46352 Communication Skills in English	<p>The minor in English as a Foreign Language leads to the acquisition of the theoretical and practical training of the teaching of English language in Primary Education and deals with the new educational requirements: plurilingualism, interculturalism, ICT, and critical thinking. Competences gather around two blocks: linguistics and didactics. This course is framed into the former and is aimed to strengthen the communicative skills in the B2 level of the European Framework of Reference for Languages.</p> <p>Royal Decree 1393/2007, of 29th October, establishes that to obtain a Degree every student must pass the Undergraduate Dissertation (in Spanish TFG), which will consist in an original and unpublished paper aimed at evaluating the competences of the Degree and related to any of the aspects developed along the Degree studies. This paper will be about a specific content of the Curriculum of Primary Education or a proposal-implementation for the fields of psychology, sociology, pedagogy or the specific teaching or areas of the Degree. Under the Verification Report of the Degrees of Primary and Early Childhood Education and the regulations for the elaboration and presentation of the Undergraduate Dissertation at the University of Castilla-La Mancha, the TFG will comply with the following general terms and conditions:</p> <ol style="list-style-type: none"> 1. The TFG in the Syllabi of the Degrees in Primary and Early Childhood Education is included within Module 3, called "Undergraduate Dissertation", in which all the areas of the Degree are involved and which consists of just a 6-credit, compulsory course in the second term at the 4th grade. 2. The TFG is an original project, report or study carried out by the student supervised by one or more tutors where the contents, abilities and competences acquired during the Degree must be developed. 3. The quality, content and length of the TFG must be in proportion to the assigned 6 ECTS and, thus, must be planned according to the hours the student needs to finalize it (self-study: 5 credits; tutoring sessions: 1 credit; total: 150 hours). 4. The project must be done individually. 	6
Yr4	46327 Undergraduate Dissertation		6