1. INTRODUCTION

OBJECTIVE
To present the last-year students’ perceptions of their competences in Pre-Primary Education and Primary Education degrees and in the Master’s Degree in Secondary Education at the UNED.

COMPETENCES
The outcomes reveal students’ perceptions of their competences. The results are presented in the form of percentages.

2. MATERIALS AND METHODS

MODALITY
Descriptive study

72 ITEMS
Questionnaire

9 DIMENSIONS

638 STUDENTS
1.3% PRESENCE

3. RESULTS

1.1 COMMUNICATION COMPETENCE
- 44.0% proposals
- The discourse used in their learning is clear.
- Communication is a competence that supports an improvement of their learning.
- They make more presentations and debates.

1.2 EVALUATION COMPETENCE
- 43.4% proposals
- They take decisions to improve their learning in competences.
- They assess the tasks carried out to assess the learning.
- The tasks carried out to assess the learning.

1.3 INNOVATION COMPETENCE
- 38.2% proposals
- It is relevant to the transformations required in their learning process.
- It must be based on a process of critical evaluation and reflection on their training.
- Using new methodologies which are more multicultural and supported on ICT.

1.4 COLLABORATIVE CULTURE COMPETENCE
- 38.8% proposals
- They practice collaboration in the learning process.
- They consider it positive.
- They encourage teamwork and the exchange of ideas in every subject.

1.5 ENTREPRENEURSHIP COMPETENCE
- 37.8% proposals
- Entrepreneurship is often boosted in the classroom.
- They support students’ initiatives.

1.6 PROFESSIONAL IDENTITY COMPETENCE
- 41.4% proposals
- They value research as a competence which improves their professional practice.
- They believe their future professional practice frequently improves thanks to research.

1.7 LEADERSHIP COMPETENCE
- 39.9% proposals
- They believe their future professional practice frequently improves thanks to leadership.
- They have a commitment to the overall development of all educational community members.

1.8 IMPORTANT OF COMPETENCES FOR IMPROVING PROFESSIONAL PRACTICE

1. COMMUNICATION
- 46.9% importance
- It improves their professional practice.

2. RESEARCH
- 28.0% importance
- It improves their professional practice.

3. INNOVATION
- 35.6% importance
- It improves their professional practice.

4. ENTREPRENEURSHIP
- 35.1% importance
- It improves their professional practice.

5. COLLABORATIVE CULTURE
- 37.8% importance
- It improves their professional practice.

6. TUTORING
- 39.9% importance
- It improves their professional practice.

7. PROFESSIONAL IDENTITY
- 37.1% importance
- It improves their professional practice.

8. LEADERSHIP
- 39.9% importance
- It improves their professional practice.

9. EVALUATION
- 37.8% importance
- It improves their professional practice.

4. DISCUSSION AND CONCLUSIONS

STUDENTS
- 46.9% communication
- 37.8% evaluation
- The one which does so to a lesser extent.

Great value for professional development, since they may be analyzed, understood and reflected.

THE TEACHING STAFF

PLANNING
The most highly valued competence
- They must practice each one of the competences and start new designs of educational models which can allow their students to acquire and practice the aforementioned competences and to improve their quality as future professionals.