1. INTRODUCTION

OB jetive: To explore the perception of the forty-year students’ competences in the Infant Education and Primary Education Degrees and in the Master’s Degree in Secondary Education at the UNED and UnED.

Competences in which people can creatively solve problems, perform activities, pose questions, searching for relevant information, analyzing, understanding and reflecting while applying their knowledge to meet the demands of a real environment.

2. MATERIALS AND METHODS

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.7%</td>
<td>PRESENCE</td>
</tr>
</tbody>
</table>

3. RESULTS

3.1 COMMUNICATION COMPETENCE
- The discourse used in their learning is clear. 44.0%
- Communication is a competence that improves their learning. 38.4%
- They take decisions to improve their learning in competencies from the feedback and evaluated practices. 43.4%
- Their learning must be based on a process of continuous observation and reflection on their training. 41.2%
- They practice collaboration in the learning process. 38.2%
- They consider it positive. 37.5%
- They promote and motivation of entrepreneurship carrying out practical activities outside the university (innovation and creativity). 37.2%
- They support student’s initiative. 36.9%

3.2 TUTORING COMPETENCE
- They train them for their teaching practice. 41.4%
- It deals with the actual questions and difficulties found in the learning process. 39.5%
- Collective tutorials. 35.6%
- Diversity and innovation in research proposals, use of ICTs to foster research. 36.8%

3.3 EVALUATION COMPETENCE
- Using new methodologies which are more motivating and supported on ICT. 38.8%
- Evaluation is a competence that improves their learning. 37.5%
- They encourage teamwork and the exchange of ideas in every subject. 38.2%
- They practice the aforementioned evaluation techniques and evaluation rubrics. 37.8%
- Using new technologies which are more motivating and supported on ICT. 37.2%
- They practice collaboration in the learning process. 36.9%
- They consider it positive. 35.9%
- They promote teamwork and the allocation of roles to each member. 39.9%
- They practice collaboration in the learning process. 38.9%
- They support student’s initiative. 38.5%

3.4 RESEARCH COMPETENCE
- Research is a competence that improves their learning. 38.5%
- They take decisions to improve their learning in competencies from the feedback and evaluated practices. 43.4%
- Research is an evaluation technique. 38.2%
- Using new methodologies which are more motivating and supported on ICT. 37.8%
- They practice collaboration in the learning process. 38.2%
- They consider it positive. 37.5%
- They promote teamwork and the allocation of roles to each member. 39.9%
- They practice collaboration in the learning process. 38.9%
- They support student’s initiative. 38.5%

3.5 INNOVATION COMPETENCE
- They practice the aforementioned evaluation techniques and evaluation rubrics. 46.86%
- It improves their professional practice. 41.4%
- They value research as a competence which improves their professional practice. 39.5%
- Diversity and innovation in research proposals, use of ICTs to foster research. 36.8%
- They train them for their teaching practice. 41.4%
- Collective tutorials. 35.6%

3.6 PROFESSIONAL IDENTITY COMPETENCE
- They practice collaboration in the learning process. 35.1%
- It deals with the actual questions and difficulties found in the learning process. 34.3%
- The learning process satisfies them. 36.1%
- They promote teamwork and the allocation of roles to each member. 39.9%
- They practice collaboration in the learning process. 38.9%
- They support student’s initiative. 38.5%

3.7 COLLABORATIVE CULTURE COMPETENCE
- The discourse used in their learning is clear. 46.9%
- They practice collaboration in the learning process. 38.2%
- Communication is a competence that improves their learning. 37.5%
- They practice the aforementioned evaluation techniques and evaluation rubrics. 38.2%
- They encourage teamwork and the exchange of ideas in every subject. 37.8%
- Using new methodologies which are more motivating and supported on ICT. 44.0%

3.8 LEADERSHIP COMPETENCE
- They promote teamwork and the allocation of roles to each member. 39.9%
- They believe that their future professional practice frequently improves thanks to leadership. 38.9%
- It has meant a commitment to the overall development of all educational community members. 37.2%
- They practice collaboration in the learning process. 36.9%
- They support student’s initiative. 35.9%

3.9 ENTREPRENEURIバス COMPETENCE
- Innovation is often boosted in the classroom. 34.3%
- Entrepreneurship is often boosted in the classroom. 38.9%
- They practice collaboration in the learning process. 37.2%
- They consider it positive. 36.9%
- They promote teamwork and the allocation of roles to each member. 39.9%
- They practice collaboration in the learning process. 38.9%
- They support student’s initiative. 38.5%

4. DISCUSSION AND CONCLUSIONS

4.10 IMPORTANCE OF COMPETENCES FOR IMPROVING PROFESSIONAL PRACTICE

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>IMPORTANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>2</td>
<td>RESEARCH</td>
</tr>
<tr>
<td>3</td>
<td>INNOVATION</td>
</tr>
<tr>
<td>4</td>
<td>ENTREPRENEURSHIP</td>
</tr>
<tr>
<td>5</td>
<td>COLLABORATIVE CULTURE</td>
</tr>
<tr>
<td>6</td>
<td>TUTORING</td>
</tr>
<tr>
<td>7</td>
<td>PROFESSIONAL IDENTITY</td>
</tr>
<tr>
<td>8</td>
<td>LEADERSHIP</td>
</tr>
<tr>
<td>9</td>
<td>EVALUATION</td>
</tr>
</tbody>
</table>