

COURSE PROGRAM¹

Academic Year: 2020/2021

| Identification and characteristics of the course | | | |
|--|--------------------------------------|--|------------|
| Code ² | 502846 | ECTS Credits | 6 |
| Course name (English) | Tutorship and Family Education | | |
| Course name (Spanish) | Acción Tutorial y Educación Familiar | | |
| Degree programs ³ | BA in Primary Education | | |
| Faculty/School ⁴ | Teacher Training College | | |
| Semester | 1 ^o | Type of course | Obligatory |
| Module | Basic | | |
| Matter | Society, family and school | | |
| Lecturer/s | | | |
| Name | Office | E-mail | Web page |
| In Badajoz | | | |
| M ^a Rosa Oria Segura G1 – THE Area | 1.15 | mros@unex.es | |
| Alicia Sianes Bautista G2 y G3 – THE Area | Sala profesorado (Ed. Anexo) | sianes@unex.es | |
| Raquel Borrero López G4 – THE Area | 1.13 | raquelborlop@unex.es | |
| M ^a Jesús Fernández Sánchez G1 - DOE Area | 1.24 | mafernandezs@unex.es | |
| Profesor por determinar G2 – DOE Area | - | - | |
| Yolanda Deocano Ruíz G3 – DOE Area | 1.24 | yolideor@unex.es | |
| Coral Núñez-Barranco Fernández G4 – DOE Area | Sala profesorado (Ed. Anexo) | colarnf@unex.es | |
| In Cáceres | | | |
| Fátima Rosado Castellano GA – THE Area | 1504-1-10 | mfrosado@unex.es | |
| M ^a Inmaculada Pedrera Rodríguez GB – THE Area | Torre 1 – 1 ^o | inmapedrera@unex.es | |

¹ In the case of joint, coordinated plans, inter-schools, plans, etc., the information of all the titles and all the schools must be collected in a single file.

² If there is more than one code for the same subject, put them all

³ If the subject is taught in more than one degree, record them all, including the PCEOs.

⁴ If the subject is taught in more than one school, include them all.

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 1/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



| | | | |
|--|---|--|--|
| Tamar Rachel Groves GC (bilingüe) – THE Area | Decanato | tamargroves@unex.es | |
| Jorge Guerra Antequera GA –DOE Area | 1.3.I | guerra@unex.es | |
| M ^a Gloria Solís Galán GB – DOE Area | 1504-1-8 | glisolisg@unex.es | |
| Sara Espejo Antúnez GC (bilingüe) – DOE Area | 1504-0-9 | saespejoa@unex.es | |
| In Almendralejo | | | |
| María Gordillo Gordillo | 4 | mgordillgt@unex.es | |
| Subject Area | Didactics and School Organization (DOE) Education Theory and History (THE) | | |
| Department | Educational Sciences | | |
| Coordinating Lecturer ⁵ (If more than one) | M ^a Jesús Fernández Sánchez (Faculty of Education) | | |
| Competencies⁶ | | | |
| Specific skills of the basic module | | | |
| CE20 - To show social skills to understand families and be understood by them. | | | |
| CE21 - To know and practice tutor and counselor functions regarding the family education in the period 0-6. | | | |
| CE22 - To link education with environment, and cooperate with families and community. CE23 - To analyze and incorporate in a critical way the most relevant issues of contemporary society that affect the family and school education: social and educational impact of audio-visual languages and screens, gender relations and intergenerational changes, multiculturalism and interculturalism, discrimination and social inclusion and sustainable development. | | | |
| CE24 - To understand the historical evolution of the family, the different types of families, lifestyles and education in the family context. | | | |
| Basic skills | | | |
| CB2 - That students can apply their knowledge and understanding to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. | | | |
| CB3 - That students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues. | | | |
| CB4 – That the students can transmit information, ideas, problems and solutions to lay and specialised public. | | | |
| CB5 – Those students have developed the needed learning skills to take on further studies with a high level of autonomy. | | | |
| General skills | | | |
| CG4 - To design and regulate learning spaces in diverse contexts which attend to gender equality, to equity and to respect for human rights that satisfy the values of | | | |

⁵ In the case of inter-schools subjects, the name of the inter-school responsible for each subject must be filled in.

⁶ They must conform to what is included in the verified memory of the title.

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 2/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



citizenship formation.
 CG5 - To promote coexistence in the classroom and beyond, solve discipline problems and contribute to the peaceful resolution of conflicts. Encourage and value the effort, perseverance and self-discipline in students.
 CG7 - To collaborate with different sectors in the educational community and in the social setting. To take on the educational dimension of the teaching function and encourage democratic education for active citizens.
 CG8 – To maintain a critical and autonomous relationship with respect to knowledge, values and public and private social institutions.
 CG9 – To value individual and collective responsibility in achieving a sustainable future.

Cross-cutting skills

CT1 – To know how to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

CT1.1. To publicly present ideas, problem and solutions in a logically structured way, both orally and in writing, at a C1 level of Spanish, according to the Common European Framework of Reference for Languages.

CT1.3. To use ICT as an essential tool for intellectual work, information, learning and communication.

CT1.4. To manage and use social and interpersonal skills in relationships with other people and work in multidisciplinary groups cooperatively.

CT2 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.1 – To know how to apply the learning skills necessary to undertake further studies with a high degree of autonomy.

CT2.2 – To efficient use of a set of learning resources, techniques and strategies that guarantee autonomous, responsible and continuous learning throughout life.

CT2.3 – To update knowledge in the socio-educational field through research and know how to analyze future trends.

CT2.4 – To maintain an attitude of innovation and creativity in the exercise of their profession.

CT3.4 – To be aware of the right to equality of opportunities of people with disabilities and apply measures aimed at avoiding or compensating for the disadvantages of a person with disabilities to participate fully in political, economic, cultural and social life.

CT3.5 - To promote and encourage the values of a culture of peace.

Contents⁶

Course outline

Tutorial action in Primary Education. Interaction skills and family counseling. Conflict management and class cohesion. Group dynamics. Mediation, family, school and social environment. Education and gender. Coordination of teachers. Study orientation.

Tutorial action and family education. Relation between family, school and school environment. Role of the social context in the school and family. The family context: evolution, types, lifestyles and education.

Course syllabus

Name of Lesson 1: **Introduction. Concepts, principles and fundamental functions.**

Contents of Lesson 1: Brief review of historical evolution. Current legislation. Tutor areas of activity: students, parents, faculty and other social agents. Tutorship models.

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 3/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



| |
|---|
| <p>Description of the practical activities of lesson1: Consolidation of the different models of tutorship models through watching videos or any other technic. Design of element to facilitate the communication with the different agents involved in the tutorship, for example, the elaboration of letters with an adequate format to communicate with parents with regard to different events (excursions, meetings, etc.).</p> |
| <p>Name of lesson 2: Tutorship planning and programming Contents of lesson 2: Guidance and tutorship planning. Tutorship development: organization and planning. Various tutorship programmes, paying special attention to conflict solving and the development of a culture of peace. Description of the practical activities of lesson 2: design, exhibition and/or the development of a tutorship plan, with special attention to conflict resolution, favouring social inclusion or any other area that is considered relevant.</p> |
| <p>Name of lesson 3: Tutorship techniques and instruments. Contents of lesson 3: Observation. Tutorial interview. Sociometric techniques. Group dynamics and techniques. Personal registration forms and psychopedagogical reports. Description of the practical activities of lesson 3: Making or applying different procedures used for tutorship. Debates about the strength and weaknesses of these procedures.</p> |
| <p>Name of lesson 4: Characteristics of the family unit. Contents of lesson 4: Concept and evolution of the family as an educational entity. Characteristics of family organization. Educational influence of the family in personal development. Description of the practical activities of lesson 4: Analysis of cases of parental styles to, as future tutors, make SWOT on them. / Active methodologies for the analysis of current society and its influence on the organization of families / Analysis of audio-visual documents on rural and urban environments that condition the configuration of the school.</p> |
| <p>Name of lesson 5: The family and its coexistence with other socializing agents. Contents of lesson 5: The family, education and values. Family and school relationship: the role of the family in the school and coordination mechanisms. Familiar schools. Models and national and European actions. Description of the practical activities of lesson 5: Study of real experiences of family-school coordination (MUS-E) / Analysis of success cases of school integration, analyzing the role of all socializing agents / Dialogic discussion for the analysis of current issues (for example, values) / Communication of ideas through presentations like "infographics".</p> |

| Educational activities ⁷ | | | | | | | | |
|-------------------------------------|------------|-----------|----------------------|----------|----------|-----------|---------------------|-----------|
| Student workload in hours by lesson | | Lectures | Practical activities | | | | Monitoring activity | Homework |
| Lesson | Total | L | HI | LAB | COM | SEM | SGT | PS |
| 1 | 26 | 8 | 0 | 0 | 0 | 2 | 0 | 16 |
| 2 | 28 | 8 | 0 | 0 | 0 | 3 | 0 | 17 |
| 3 | 26 | 7 | 0 | 0 | 0 | 3 | 0 | 16 |
| 4 | 33 | 10 | 0 | 0 | 0 | 3 | 0 | 20 |
| 5 | 35 | 10 | 0 | 0 | 0 | 4 | 0 | 21 |
| Assessment⁸ | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 150 | 45 | 0 | 0 | 0 | 15 | 0 | 90 |

⁷ This table must coincide exactly with what is established in sheet 12c of the subject.

⁸ To indicate the total number of hours of evaluation of this subject.

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 4/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



L: Lectures (100 students).
 HI: Hospital internships (7 students)
 LAB: Laboratory or field practices (15 students)
 COM: Computer room or language laboratory practices (30 students)
 SEM: Problem classes or seminars or case studies (40 students)
 SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
 PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies⁶

1. Verbal exposition. Management teaching. Large group classes aimed at exposing the different concepts and procedures associated with the subject with the help of bibliographic and audio-visual materials.
2. Discussion and debate. The verbal presentation is combined with discussion activities and with questions to be answered by the students so that they can build new concepts from known concepts (related to other subjects already taken or to other topics in the program with which there are important interrelations).
4. Viewing audio-visual materials (documentaries, films, etc.), discussion, and debate about them.
6. Taking exams. This activity has the purpose of evaluating the learning results of the students in relation to the objectives or competences that are outlined in the teaching plan of the subjects that make up a subject.
7. Case analysis and problem solving. Presentation of different cases by specialists and professionals; viewing of real situations, scientific and technical documentaries and exhibition of resources; analysis of the same. These activities are aimed at introducing theoretical notions and applying skills in the subjects included from practical assumptions.
8. Experiences and practical applications. This activity, together with the previous one, is aimed at simulating and practicing the strategies and techniques presented by specialists and professionals (presentation of psycho-pedagogical reports, curricular adaptations of different types, and analysis of social contexts), discussion and analysis of scientific documentaries -technicians.
11. Debates and discussion on current issues related to the subject.
13. Orientation, decision making and resolution of the doubts raised by the student. Monitoring of the student's non-presential work. Tracking individual or small group work. Individual and group consultation and advice.
14. Reading of documents prior to the teacher's oral presentation.
15. Study of the subject and preparation for exams.
17. Carrying out monographic works and projects (evaluation and intervention protocols, material adaptations, etc.).

Learning outcomes⁶

- Understanding and implementation of concepts, processes and procedures, using them for problem solving as a tool for analyzing reality.
- Student capacity for relating and integrating the different materials and contents
- Active participation in the seminar and tutorial practices.
- To show oral and written verbal strategies during presentations and monographs.
- Compilation and synthesis of various information on specific topics.

Assessment systems⁶

| | | | |
|--------------------------------------|---|---------------------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Firmado |
| Firmado Por | Francisco Miguel Leo Marcos | Fecha y hora | 04/11/2022 20:32:10 |
| Observaciones | | Página | 5/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



According to article. 4.6 de la Normativa de Evaluación de la UEx de 25 de noviembre de 2016 (DOE de 12 diciembre) the student **has THREE WEEKS at the beginning of the term** to inform in writing, according to the regulation of every faculty, if he wishes to be included in the process of continuous evaluation o choose a general final exam. The teacher will explain how to inform about this decision. In case it has not been announced according to the regulation the student will be included automatically in the process of continuous evaluation.

The **EVALUATION SYSTEM** will consider two types of activities:

- Theoretical activities
- Practical activities

Activities and instruments of the continuous evaluation:

| <i>System of evaluation</i> | <i>Types of activities</i> | <i>Percentage</i> |
|-----------------------------|--|-------------------|
| Attendance | Active and relevant participation in the classroom | 10% |
| Continuous evaluation | Seminars and group and individual assignments | 30% |
| Final exam | Exam with closed and open questions | 60% |

- **Attendance (10%).** There will be clear indications about active and participative attendance, according to which the mere presence in the classroom is not enough and can be evaluated negatively (the will affect the final grade) in case of a disruptive attendance that affects negatively the class dynamics.
- **Seminars and assignments (30%).**
 - The tasks and activities in the **seminars cannot be recuperated.**
 - It is recommended not to choose continuous evaluation in case of not attending seminars.
- **Final exam (60%).** Will be a written exam which combines closed and open questions which will account for 60% of the grade. You must **reach a least 4 out of 10 in the exam** in order to add the rest of the grades of the course.

A final global exam (PFACG) consists of:

- The **same final exam**, with the same percentage (**60%**) and the same conditions for adding the rest of the grades.
- In addition, **for the rest 40%** the grade will be based on a **written exam** with open questions about the practical contents of the seminars and of the classes. During the course, written instructions will be given by the teachers so the students will know how to prepare these contents and the exam will take place the same day as the official exam.
- In this kind of evaluation, assignments will not be handed in. According to the agreement of the teachers.
- In common agreement with all the teaching staff, and following the guidelines of the Vice-Dean's Office for the Coordination of Degrees of the Faculty of Education, every student who takes the PAFCG modality must take into account that **every time they take the exam they do so from zero**, that is, you can choose a 10 in each call; therefore, there is no option to save any part of the exam. This does not affect the Continuous Assessment students,

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 6/8 |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



who due to the chosen dynamics have already specified the conditions of the practical part.

ATTENTION: AFTER THE FIRST THREE weeks established by the UEx Assessment Regulations, **IT WILL NOT BE POSSIBLE TO CHANGE MODALITY**, so students who have doubts about their situation are recommended to consult with the teachers in their tutorials. In all the calls there will be exams of the two modalities, according to the one that the students have taken at the beginning of the semester. Neither in the extraordinary call will it be possible to change modality, since, according to art 5.2. of the evaluation regulations, "the extraordinary call will have the same characteristics as the ordinary one".

OTHER SPECIFICATIONS REGARDING THE RATING SYSTEM: The current rating system will be applied at all times; Currently, the one that appears in RD 1125/2003, article 5. The results obtained by the students in each of the subjects of the study plan will be graded according to the following numerical scale from 0 to 10, with the expression of a decimal, to which their corresponding qualitative grade may be added: 0 - 4, 9: Fail (SS), 5.0 - 6.9: Pass (AP), 7.0-8.9: Remarkable (NT), 9.0 - 10: Outstanding (SB). The mention of Matriculation of Honour may be awarded to those who have obtained a grade equal to or greater than 9.0. Their number may not exceed 5% of the students enrolled in a subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case a single Honour Registration may be granted.

Bibliography (basic and complementary)

Basic bibliography:

Alvarez M. y Bizquerra, R. (2012). *Manual de Orientación y Tutoría*. Ed. Wolters Kluwer, Barcelona.

Ayllón, J. R. (2011). *10 Claves para la Educación*. Madrid: Palabra.

Bernal, A. et al. (2012). *Educación Familiar. Infancia y adolescencia*. Madrid: Pirámide. Colección de Estudios Sociales de la Obra Social "la Caixa":

<https://obrasociallacaixa.org/es/mantente-informado/publicaciones/estudios-sociales>

Gervilla, A. (2015). *Familia y Educación Familiar. Conceptos clave, situación actual y valores*, Madrid: Narcea.

Repetto, E. (2002). Modelos de orientación e intervención psicopedagógica. Madrid: Uned.

Complementary bibliography:

Aguilar, C. (2005). *Educación familiar: una propuesta disciplinar y curricular*. Málaga. Aljibe.

Aragüis, R. et al. (2001). *La acción tutorial. El alumnado toma la palabra*. Barcelona: Graó.

Arnáiz, P. e Isus, S. (1998). *La tutoría, organización y tareas*. Barcelona: Grao.

Arostegui, I., Darretxe, L., y Beloki, N. (2013). La participación de las familias y de otros miembros de la comunidad como estrategia de éxito en las escuelas. *Revista Iberoamericana de Evaluación Educativa*, 6(2), 187-200.

Bas Peña, E., y Pérez de Guzmán Puya, M. V. (2010). Desafíos de la familia actual ante la escuela y las tecnologías de la información y comunicación. *Educatio Siglo XXI*, Vol. 28(1), 41-68.

Boza, A. et al (2000). *Ser profesor, ser tutor. Orientación educativa para docentes*. Huelva: Hergué

| | | | |
|-------------------------------|---|---------|---------------------|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 |
| Observaciones | | Página | 7/8 |
| Url De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | |



CIDE (2008). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. Ministerio De Educación, Política Social y Deporte.

Colás Bravo, P. y Contreras Rosado, J.A. (2013). La participación de las familias en los centros de Educación Primaria. *Revista de Investigación Educativa*, 31 (2), 485-499.

Consejo Escolar del Estado (2014). *Informe sobre la participación de las familias en la educación escolar*. Madrid: Secretaría General Técnica del MECD.

Cuadrado, I. y Fernández, I. (2011). *La comunicación eficaz con los alumnos. Factores personales, contextuales y herramientas TIC*. Madrid: Wolters Kluwer.

Delors. J. (1996) *La Educación encierra un tesoro. Informe a la UNESCO de la Comisión Internacional sobre la Educación para el siglo XXI*. Santillana, Ediciones Unesco.

Galtung, J. (1998). *Tras la violencia, 3R: reconstrucción, reconciliación, resolución*. Bilbao: Gernika: Gogoratz.

Grañeras Pastrana y Parras Laguna (coord.) (2009). *Orientación educativa: fundamentos teóricos, modelos institucionales y nuevas perspectivas*. CIDE

Jares, X. (2006). *Pedagogía de la convivencia*. Barcelona: Graó.

Jurado T. (2005). Las nuevas familias españolas. En J.J. González y M. Requena (coords.) *Tres décadas de cambio social* (pp. 59-88). Madrid: Alianza.

Lorenzo, M. L. (2004). *Conflictos, tutoría y construcción democrática de las normas*. Bilbao: Desclée De Brouwer.

Menchén, F. (1999). *El tutor. Dimensión histórica, social y educativa*. Madrid: CCS.

Montanero, M. (2008). *Modelos de Orientación e Intervención Psicopedagógica*. Colección Manuales UEX, nº 61. Cáceres: Universidad de Extremadura.

Palacios, J. y Rodrigo, M. J. (2006). *Familia y desarrollo humano*. Madrid. Alianza Editorial.

Rodrigo, M.J. (2008). *Preservación familiar: Un enfoque positivo para la intervención con familias*. Madrid: Pirámide.

Varios autores (2009). *La Acción Tutorial en Primaria*. Murcia: Servicio de Organización Administrativa y Publicaciones.

Vilanou, C. y Colleldemont, E. (2001). *Historia de la Educación en Valores*. Barcelona: Editorial Desclée De Brouwer. Inicio disponible en:
<https://www.edesclée.com/img/cms/pdfs/9788433015143.pdf>


Other resources and complementary educational materials

Digital resources

<http://ntic.educacion.es/w3//recursos2/orientacion/03accion/>

<http://www.joanteixido.org/>

The references for the legislation will be given in every lesson.

| | | | | |
|-------------------------------|---|---------|---------------------|---|
| Código Seguro De Verificación | L3L2XBygwsRxSxzSNoDhQ== | Estado | Fecha y hora |  |
| Firmado Por | Francisco Miguel Leo Marcos | Firmado | 04/11/2022 20:32:10 | |
| Observaciones | | Página | 8/8 | |
| Uri De Verificación | https://uex09.unex.es/vfirma/code/L3L2XBygwsRxSxzSNoDhQ== | | | |
| Normativa | Este informe tiene carácter de copia electrónica auténtica con validez y eficacia administrativa de ORIGINAL (art. 27 Ley 39/2015). | | | |