

**ERASMUS**

La mise en Oeuvre de la mobilité Erasmus pour les BTS

Paris,  
30  
novembre  
2010.



# Le Système de crédits ECTS dans les formations courtes en Espagne

Paris, 30 novembre 2010



## SITUATION



- ❑ ECTS: Passeport pour faciliter le transit dans l'Espace Européen d'Enseignement Supérieur.
- ❑ En Espagne, depuis 2006 la loi considère Enseignement supérieur:
  - Enseignements Universitaires
  - Enseignements Artistiques Supérieur
  - Formation Professionnelle de degrés supérieur (=BTS)
  - Enseignements Artistiques professionnels de degrés Supérieur
  - Enseignements Artistiques de degrés supérieur

**SITUATION**

Depuis la *Ley Orgánica 2/2006, de Educación du 3 mai* les crédits ECTS sont attribués:

- Matières des différents programmes universitaires
- Modules des Cycles Formatifs de degrés Supérieur (=BTS). Chaque module des BTS a une équivalence en crédits ECTS.

## OÙ, COMMENT?

### Décrets des nouveaux titres: Actualisation

- Voies d'accès
- Relation des qualifications et des unités de compétences (Catalogue National de Qualifications Professionnelles)
- Contexte professionnel
- Modules professionnels: **Équivalence en ECTS**, Résultats d'apprentissage, Critères d'évaluation, durée, validations possibles, profil du professeur....



## OÙ, COMMENT?

### Le Supplément Europass au diplôme:

- Compétence acquise
- Résultats d'apprentissages par Modules Professionnels
- Modules Professionnels (Heures et ECTS)
- Niveau du diplôme:
  - National: Enseignement Supérieur Non Universitaire
  - International:  
CINE 5b (Clasificación Internacional Normalizada de la Educación)  
Niveau \_\_\_\_ du Cadre Européen des certifications (EQF)

## OÙ, COMMENT?

Désormais tous les nouveaux titres sont publiés avec le Supplément au diplôme.

### EUROPASS DIPLOMA SUPPLEMENT TO HIGHER TECHNICAL VOCATIONAL TRAINING

TITLE OF THE DIPLOMA (ES)  
Técnico Superior en Educación Infantil

TRANSLATED TITLE OF THE DIPLOMA (EN)<sup>(1)</sup>  
Higher Technician in Pre-Primary Education

(1) This translation has no legal status.

#### DIPLOMA DESCRIPTION

The holder of this diploma will have acquired the General Competences with regard to:

Designing, implementing and assessing educational projects and programmes for young children during the first cycle of pre-primary education within the framework of formal education, in accordance with the pedagogical proposal prepared by a schoolteacher specialized in pre-primary education or equivalent diploma, and throughout the whole stage within the framework of non formal education, creating safe environments in collaboration with other professionals and families.

Within this framework, PROFESSIONAL MODULES and their respective LEARNING OUTCOMES acquired by the holder are listed below:

**“Pre-primary Teaching”**  
The holder:

- Contextualises educational intervention relating it with the legal framework and the objectives of the institution.
- Determines the aims of the educational intervention, relating them with the levels of planning, constituting elements and formulation criteria, within the formal and non formal areas.
- Determines the methodological strategies that must be applied according to psycho-pedagogical models.
- Determines and organises material and personal resources, spaces and times, analysing legal regulations and applying pedagogical criteria to educational intervention during childhood.
- Plans formal and non formal education activities, relating them with the aims of the planning and children's characteristics.
- Designs the assessment of the processes of the intervention, reasoning the chosen model, strategies and techniques and tools used.

**“Personal Autonomy and Children's Health”**  
The holder:

- Plans educational activities to meet children's basic needs analysing the guidelines for food, hygiene, rest, growth patterns and physical development.
- Plans educational interventions in order to promote the development of personal autonomy habits in children, relating them with strategies of educational planning and the stages of child development.
- Organizes the spaces, times and resources of the intervention relating them with children's behaviour and the need for routine in children from 0 to 6 years-old and, when required, with the specific technical aids.
- Performs activities to meet children's basic needs and acquire autonomy habits, justifying performance guidelines.
- Intervenes in difficult or risky situations for children's health and safety relating his/her performance with the established protocols for prevention and intervention in case of illness or accident.
- Assesses the process and result of the intervention in relation with the fulfilment of basic needs and acquisition of personal autonomy habits, justifying the selection of the strategies and tools used.

**“Children's Games and Their Methodology”**  
The holder:

- Contextualises the recreational model in the educational intervention, assessing it with the different game theories, its evolution and importance for children's development and its role as a methodological basis.
- Designs recreational intervention projects, relating them with the context and equipment or service in which they are carried out and the principles of recreation for children.

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FORMACIÓN DEL TÍTULO OFICIALMENTE RECONOCIDO

MÓDULOS PROFESIONALES DEL REAL DECRETO DEL TÍTULO	HORAS MÍNIMAS*	CRÉDITOS ECTS
Didáctica de la educación infantil.	125	14
Autonomía personal y salud infantil.	105	12
El juego infantil y su metodología.	105	12
Expresión y comunicación.	100	11
Desarrollo cognitivo y motor.	105	12
Desarrollo socio afectivo.	75	8
Habilidades sociales.	60	6
Intervención con familias y atención a menores en riesgo social.	60	6
Proyecto de atención a la infancia.	25	5
Primeros auxilios.	35	3
Formación y orientación laboral.	50	5
Empresa e iniciativa emprendedora.	35	4
Formación en Centros de Trabajo	220	22
	TOTAL HORAS	TOTAL CRÉDITOS
	1100	120
DURACIÓN OFICIAL DEL TÍTULO	2000	

\* Las enseñanzas mínimas del título reflejadas en la tabla anterior, 55%, son de carácter oficial y con validez en todo el territorio nacional. El 45% restante pertenece a cada Comunidad Autónoma y se podrá reflejar en el Anexo I de este suplemento.

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## Perspectives de futur...

Programa de aprendizaje permanente



- ❑ Étant donné que les BTS espagnols attribuent 120 ECTS, ces diplômés pourront obtenir des degrés universitaires (180 /240 ECTS) avec 60 /120 ECTS, c'est-à-dire une ou deux années scolaires.
- ❑ Reconnaissance des Modules Professionnels pour d'autres études BTS/universitaires.
- ❑ Reconnaissance des acquis des apprentissages formels et informels. Acréditation (compétences professionnelles → certificat professionnel / Module(s) d'un BTS)
- ❑ Parcours d'apprentissage diversifié (expérience, e-learning,...) ↔ favoriser la formation tout au long de la vie.

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ORGANISMO AUTONOMO  
PROGRAMAS EDUCATIVOS  
EUROPEOS (OAPEE)

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