

# Introduction

## The education system

The legislative framework in which the Spanish education system is included has as its basic regulations the Spanish Constitution of 1978, the General Education Law and Financing of the Educational Reform of 1970 (G.E.L.), Organic Law 8/1995 Regulating the Right to Education (O.L.R.E.), General Law of the Spanish Educational System of 1990 (G.L.S.E.S.) and Organic Law 6/2001 on Universities.

Based on these laws, the education system is structured into five levels and other types of education modalities. The different education levels are the following:

G.E.L.	G.L.S.E.S.
<b>- Common Educational Regime</b>	<b>- General Educational Regime</b>
. Preschool Education	. Nursery Education
. Basic General Education (discontinued).	. Primary education
	. Secondary education Obligatory
. Intermediate education	. Post-Secondary Education Diploma
	. Intermediate professional training
. Professional Training III (not implemented)	. Advanced Professional Training
. University Education	. University Education
. Special Education	. Special Education
<b>- Specialised Education</b>	<b>- Special Education Regime</b>
	. Artistic Education
	. Language Education
. Permanent Education of Adults	. Adult Education

---

## A. General Education Regime

---

### I NURSERY SCHOOL EDUCATION (G.L.S.E.S.)

Within this voluntary level Nursery School Education is imparted, regulated by the G.L.S.E.S. and structured into two cycles, the first up to 3 years of age and the second from 3 to 6 years of age.

---

### II PRIMARY EDUCATION (G.L.S.E.S.)

This includes six academic years, grouped into three cycles, each consisting of two academic years, covering the six to twelve age group.

---

### III SECONDARY EDUCATION AND INTERMEDIATE LEVEL PROFESSIONAL TRAINING (G.L.S.E.S.)

---

#### III.1 Obligatory Secondary Education (G.L.S.E.S.)

This completes the basic education and covers four academic years, covering the twelve to sixteen age groups. There are two cycles, each consisting of two academic years. On the completion of studies, having achieved the objectives, the qualification of graduate in secondary education is obtained, facilitating access to the post-secondary education diploma (*Bachillerato*) and the intermediate professional training and plastic arts training cycles. Otherwise, the student receives accreditation recording the courses studied and qualifications obtained.

---

#### III.2 Post-Secondary Education Diploma (G.L.S.E.S.)

This includes two academic courses, normally taken between the ages of sixteen and eighteen.

Post-secondary education diploma studies are accessed with the degree of graduate in obligatory secondary education.

After satisfactorily completing these studies the post-secondary education diploma is obtained, which allows the holder to access advanced professional training, university studies, after passing an entrance test, and advanced levels and studies in Artistic Education.

---

### III.3 Specific intermediate professional training (G.L.S.E.S.)

These studies are accessed with the graduate in secondary education qualification or by passing a test regulated by the education administrations. At the end of the studies the qualification of technician in the corresponding profession is obtained, which leads to the post-secondary education diploma.

---

## IV ADVANCED PROFESSIONAL TRAINING

---

### IV.1 Professional training cycles, advanced level (G.L.S.E.S.)

Access is achieved through the post-secondary education diploma, or by means of a test regulated by the education administrations. Students that pass these exams obtain the qualification of advanced technician in the corresponding profession. This qualification facilitates direct access, without an entrance test, to certain university studies related to the professional training courses undertaken.

---

## V. UNIVERSITY EDUCATION

This includes the majority of advanced level education and is accessed after passing the university orientation course (COU), the post-secondary education diploma (G.L.S.E.S.) and/or entrance tests carried out by the universities themselves, or

having passed the advanced level training cycles or the tests for students over the age of twenty five.

They are imparted in the following education centres: University departments, faculties and advanced technical schools.

Students who wish to access faculties, advanced technical schools or university colleges must pass, after obtaining a positive evaluation in the university orientation course or the post-secondary education diploma (G.L.S.E.S.), aptitude tests set down by the government at the request of the Ministry of Education, Culture and Sport.

These university entrance aptitude tests (U.E.A.T.) have the object, apart from evaluating the maturity of the student, of valuing specific knowledge that may serve as objective criteria to study certain university courses.

To carry out said tests students must choose one of the four options (A, B, C, D) which are related to the subjects studied in the university orientation course (COU).

On the other hand, within the framework of the reform of the Spanish education system set down by the G.L.S.E.S., the university entrance tests for students studying the post-secondary education diploma set down in said law are regulated. Five options were implemented with respect to the post-secondary education diploma.

A new aspect of the G.L.S.E.S. that is worth highlighting is the creation of a new Arts option, and the possibility for students of presenting themselves to more than one option.

The final grade for the UEAT is the weighting obtained between the global qualification of the exercises and the average of the total marks of the student in BUP and COU or in the post-secondary education diploma.

University education is structured into three cycles:

- *1<sup>st</sup> cycle university education, with a duration of 3 years (minimum 180 credits).*

Upon completion, the qualification technical architect, technical engineer or graduate is obtained. Once these studies are completed, the student may access the 2<sup>nd</sup> cycle of other studies, directly or after completing complementary subjects.

- *1<sup>st</sup> cycle and 2<sup>nd</sup> cycle university education with a duration of 4, 5 or 6 years (minimum 300 credits).*

The 1<sup>st</sup> cycle has a duration of 2 or 3 years, the same as the 2<sup>nd</sup> cycle.

- *2<sup>nd</sup> cycle university education only, of 2 years duration (minimum 120 credits).*

Those who finish their first and second cycle studies or just second cycle studies, obtain the qualification of architect, engineer or graduate.

- *3<sup>rd</sup> cycle university education. Doctorate studies have a duration of two years.*

Passing the third year, having previously written and having had approved the thesis, gives right to the title of Doctor. These studies are accessed after obtaining the qualification of graduate, engineer or architect.

---

## **B. Special regime education**

The following are special regime education: Artistic and language education.

---

### **I ARTISTIC EDUCATION**

They correspond to both to the so-called specialised education in the G.E.L., as well as the Artistic Education in the G.L.S.E.S.

---

#### **1.1 Music and dance (G.L.S.E.S.)**

This is structured into three grades, elementary (4 academic years), intermediate (6 academic years) and advanced (4

academic years). The elementary grade is accessed pursuant to criteria established by the education administrations; upon completion of these studies, the corresponding certificate is received. To access the intermediate grade a specific test needs to be passed; at the end of the studies the professional qualification for the corresponding education will be handed out. To access the advanced grade, the post-secondary education diploma is required, intermediate grade should have been passed, and a specific entrance test needs to be taken; at the end of the studies the student will have the right to an advanced qualification in the corresponding speciality, which will be equivalent to the degree of university graduate.

---

#### **1.2 Dramatic art (G.L.S.E.S.)**

This includes four academic years; to access this education the post-secondary education diploma is required, and a specific test has to be passed. At the end of the studies the degree of advanced art is obtained, equivalent to university graduate.

---

#### **1.3 Plastic arts and design training cycles (G.L.S.E.S.)**

They are organised in specific intermediate and advanced training cycles. To access the intermediate training cycles it is necessary to be in possession of the secondary education graduate qualification and pass various tests. To access the advanced level cycles it will be necessary to have the post-secondary education diploma, or to have passed the intermediate grade and the established tests. The advanced degree in the corresponding speciality will be equivalent for all intents and purposes to a university diploma.

---

#### **1.4 Higher studies for the conservation and restoration of cultural, ceramic, design and glassware**

They are considered advanced studies. The student who passes these studies will obtain the corresponding qualification equivalent for all intents and purposes to the degree of university graduate.

---

## II LANGUAGES

This education is imparted in the Official School of Languages. To access these tests it is necessary to have the qualification of school graduate, education or primary studies certificate or to have studied the first cycle of obligatory secondary education. The first level of this education is structured into two cycles: Elementary (3 academic years) and advanced (2 academic years). The students who pass the elementary cycle are given the corresponding academic certification. Students who pass the advanced cycle are given a certificate of aptitude.

---

## Objectives

The main objective of this publication consists in providing information on the most relevant characteristics of the student body, teaching personnel and centres, providing a general vision of the scope and volume of advanced level education in Spain, which includes university education and other university-equivalent higher education.

Similarly, said information will serve as a base for the completion of the questionnaires for international institutions. In order to facilitate international comparability, the different concepts have been adapted to international definitions wherever possible.

On the other hand, and with the object of offering a combined vision of university education, series of all studies are presented, with the Ministry of Education, Culture and Sport being the source of the information regarding G.L.S.E.S. artistic studies (advanced level).

---

## Methodology

---

### I ANALYSIS UNITS

These are the education centres where advanced education is imparted. In the case of universities, these are those where official studies are imparted and corresponding qualifications are issued.

---

### II SCOPE OF THE STATISTIC

. *Population:* It extends to all centres irrespective of type and class.

. *Territorial:* It includes the whole country.

. *Time frame:* The reference period is annual and all the data correspond to the academic year. Exceptionally, the series of students who finished their studies refers to the graduates in the academic year prior to the reference year.

With respect to the chapter dedicated to university entrance tests, the information that is presented corresponds to the tests carried out in the calendar year corresponding to the academic year.

---

### III LIST AND DEFINITION OF UNIVERSITY EDUCATION CHARACTERISTICS

The following are collected as identification data: denomination, dependence (public, private or other public institutions), their postal address and university to which they belong.

#### *a. Type of centre*

The centres that are considered are:

- *University faculties:* Three university cycles are studied in these centres. Students who pass the first and second cycle obtain the qualification of graduate and may access the third cycle. Passing this is conditional on a positive assessment of

the doctoral thesis, which confers the title of Doctor.

- *Advanced Technical Schools:* Three cycles are studied in these faculties. After passing the first two cycles the qualification of architect or engineer is obtained. Students who complete the third cycle obtain the degree of Doctor, once they attain a positive evaluation of their doctoral thesis.

- *University Colleges:* First cycle studies are taken in these faculties. Passing this awards the title of graduate, technical architect or technical engineer.

#### **b. Type of centre**

Centres may be public or private according to whether they depend on a public institution (state or Autonomous Community) or not, independent of the origin of their economic resources.

Distinction is made, for university education between:

- *Public centres:* These are the public centres that make up the public universities.

- *Other Public institutions:* These are public centres attached to public universities.

- *Private centres:* These are centres integrated into private universities and the church or attached to public universities.

#### **c. Study**

This is a type of tertiary education that leads to an official advanced qualification that is valid in the whole country.

For each study program, the government, at the request of the University Coordination Council, should establish the corresponding qualification as well as the general guidelines on the syllabus that should be taken to obtain and convalidate them (art. 34 of the Organic Law on Universities).

It is worth highlighting, within university studies, the first cycle (short cycle), first and second cycle (long cycle), solely the

second cycle and third cycle, each case leading to a type of university qualification (see annexe 2).

On the other hand, different official syllabus may be imparted at the same time, with the purpose of obtaining two official qualifications (they are what are commonly denominated *dual degrees*)

#### **d. Teacher.**

This is a person employed, even on a part time basis, to transmit knowledge, aptitudes, etc. The university teaching staff consists of civil servants belonging to the university professors department, tenured university professors, university faculty professors and tenured lecturers, as well as contracted teaching personnel, in public universities with the category of Associate, Visiting and Emeritus Professor, University Assistant, Doctoral Assistant, Collaborator and Contracted Doctoral Professor, and teaching personnel contracted by private centres.

#### **e. Student**

This is the person enrolled and/or registered in an education program. Data are collected on enrolled students by course, gender, age and studies, as well as on newly enrolled students and students who have completed their studies. With respect to the third cycle of university education, data are collected on students enrolled in doctoral courses, according to the qualifications that the student possesses, classified by areas of knowledge as well as doctoral theses that have been approved.

---

## **Elaboration of the Statistic**

---

### **I SURVEY FRAMEWORK**

The National Statistics Institute has directories of both universities, with their respective centres, as well as of higher education centres which are equivalent to universities. These directories are updated

pursuant to the legal provisions set forth for the creation or elimination of centres, as well as from the data provided by informants when the questionnaires are collected.

---

## II QUESTIONNAIRES

There are different questionnaire models according to the different study centres:

- Higher education (1<sup>st</sup> and 2<sup>nd</sup> cycle)
- Doctorate (3<sup>rd</sup> cycle)
- Tourism schools
- Military education (basic, intermediate and advanced).
- University entrance tests

Said questionnaires cover all the necessary information relative to the teaching body, enrolled student body and student body who have completed their studies.

---

## III COLLECTION OF INFORMATION

Questionnaires are sent by mail to each university and to each higher education school, including a list of the centres on which information is held, whether they are independent or assigned to a university, so that said list is updated.

As the completed questionnaires are received, the appropriate claims are made, carrying out a strict control of the collection procedure in each centre. In turn the necessary checks and filters are performed to ensure the coherence of the data provided in each questionnaire.

---

## IV FILTERING AND RECORDING OF QUESTIONNAIRES

Once the consistency of the information provided in the questionnaire is confirmed, the data is coded and subsequently recorded by means of programmes that have filtering regulations incorporated into them.

---

## V. COMPUTERISED PROCESSING OF THE DATA

Data are recorded via a program elaborated in BLAISE, where each centre is assigned (and where necessary, each type of study) a register in which variables relative to their identification, localisation and condition (type of centre) are included).

Once all the information is available in this manner, statistical tables can be generated by computerised procedures. The resulting tables are revised and subsequently processed in order to achieve the definitive format to be published.

---

## Publication plan

The publication is structured into six main blocks.

---

### 1 ANNUAL EDUCATION SERIES

Information is offered on the most relevant characteristics of university studies, those equivalent to university studies, and G.L.S.E.S. artistic studies (advanced level) in the last decade, through which it is possible to observe the evolution experienced by university education in Spain during said period.

With the object of facilitating this view, for each table the information is expressed in variation indices, taking as a base the academic year corresponding to the ten previous academic years.

---

## 2 GENERAL UNIVERSITY EDUCATION SUMMARIES

A set of tables relative to the number of centres, teachers, enrolled student body and student body who finished their studies corresponding to the reference academic year.

Moreover, student body tables are included bearing in mind the National Classification of Education (NCED) by study sectors, approved in February 2000.

---

## 3 G.L.S.E.S. ARTISTIC EDUCATION (ADVANCED LEVEL) AND ADVANCED UNIVERSITY EQUIVALENT EDUCATION

This includes information relative to the number of centres, teaching personnel and student body, personalised for each one of the advanced level artistic education studies of the G.L.S.E.S. (conservation and restoration of cultural assets, advanced design studies, advanced ceramic studies, dramatic art, conservatoire of music (advanced level) and advanced singing school), and advanced education equivalent to university (tourism and intermediate and advanced level military education).

---

## 4 UNIVERSITY ENTRANCE TESTS

A set of tables relative to the number of enrolled and passed students by university, convocation and options, together with the percentage of students who passed from all those enrolled.

---

## 5 UNIVERSITY EDUCATION

Information is presented relative to the number of centres, teaching personnel in the university centres, classified by areas of knowledge in the case of public university centres, administration personnel and services, enrolled student body, new intake student body and student body who completed their studies corresponding to

the education of three cycles, broken down into:

---

### 5.1 First cycle university education

- Studies leading to the degrees of architect or technical engineer.
- Studies leading to a diploma qualification.

---

### 5.2 First and second cycle university education

- Studies leading to a graduate qualification.
- Studies leading to an architect or engineer qualification.

---

### 5.3 Dual degrees

- Studies leading to the attainment of two official qualifications.

---

### 5.4 Third cycle university education (doctorate)

- Studies leading to a doctorate qualification.

---

## 6 TABLES BY AUTONOMOUS COMMUNITIES.

Tables of the main variables in each one of the Autonomous Communities are presented, dealing with the geographical location of the educational centre, irrespective of the university to which the said centre is assigned.

---

### Symbols used

".." Data not available.

"/" Not applicable.

# Annexe 1

## Explanatory notes

The studies that do not appear individually in the tables and the paragraph under which they have been grouped are mentioned below:

- **Teacher**, including the following studies:

- . Basic general education teaching body (former syllabus)
- . Teacher specialised in hearing and language
- . Teacher specialised in special education
- . Teacher specialised in physical education
- . Teacher specialised in nursery education
- . Teacher specialised in music
- . Teacher specialised in primary education
- . Teacher specialised in a foreign language

- **Civil navy** including the following studies:

- . Naval machines
- . Nautical and maritime transport
- . Naval radio electronics

- **Agricultural technical engineering** including the following studies:

- . T.E. specialised in agriculture and fishing operations
- . T.E. specialised in horticulture and gardening
- . T.E. specialised in agrarian and food industries
- . T.E. specialised in mechanisation and rural constructions

- **Technical Engineering in Forestry** including studies on:

- . T.E. specialised in forestry operations
- . T.E. specialised in forestry industries

- **Industrial technical engineering** including studies on:

- . T.E. specialised in electricity
- . T.E. specialised in industrial electronics
- . T.E. specialised in mechanics
- . T.E. specialised in industrial chemistry
- . T.E. specialised in textile

- **Mining technical engineering** including studies on:

- . T.E. specialised in mine operations
- . T.E. specialised in electro mechanical mining installations
- . T.E. specialised in mineralogy and metallurgy
- . T.E. specialised in energy resources, fuels and explosives
- . T.E. specialised in mining exploration and drilling

- **Naval technical engineering** including studies on:

- . T.E. specialised in naval structures

- . T.E. specialised in propulsion and shipping services

- **Aeronautical technical engineering** including studies on:

- . T.E. specialised in aircraft
- . T.E. specialised in aero-engines
- . T.E. specialised in aero-navigation
- . T.E. specialised in airports
- . T.E. specialised in aerospace equipment and materials

- **Technical public works engineering** including studies on:

- . T.E. specialised in civil construction
- . T.E. specialised in hydrology
- . T.E. specialised in transport and urban services

- **Technical telecommunications engineering** including studies on:

- . T.E. specialised in electronic systems
- . T.E. specialised in telecommunication systems
- . T.E. specialised in sound and imaging
- . T.E. specialised in telematics

- **Philology** including studies on:

- . Philology (former syllabus)
- . German Philology
- . Arabic Philology
- . Catalan Philology
- . Classical Philology
- . Slavic Philology
- . French Philology
- . Galician Philology
- . Hebrew Philology
- . Hispanic Philology
- . English Philology
- . Italian Philology
- . Portuguese Philology
- . Roman Philology
- . Basque Philology

IT studies (graduate and diploma) have been considered, since the 1992/93 academic year, as engineering studies (advanced and technical respectively)

# Annexe 2

## Official university qualifications

---

### I. Experimental sciences area

---

#### Two cycle studies (graduates)

Biology or Biological Sciences  
Physics or Physical Sciences  
Geology or Geological Sciences  
Mathematics or Mathematical Sciences  
Chemistry or Chemical Sciences  
Marine Sciences  
Environmental sciences  
Biotechnology

---

#### First cycle studies (diploma students)

Statistics  
Human Nutrition and Dietetics

---

#### Second cycle studies (graduates)

Biochemistry  
Food Sciences and Technology  
Statistical Sciences and Techniques  
Enology

---

### II. Health sciences area

---

#### Two cycle studies (graduates)

Medicine or medicine and surgery  
Pharmacy  
Odontology  
Veterinary medicine

---

#### First cycle studies (diploma students)

Nursing  
Physiotherapy  
Logopaedia  
Optics and optometry and optics  
Chiropraxy  
Occupational Therapy

---

### III. Engineering and technology area

---

#### Two cycle studies (graduates, engineers or advanced architects)

Architecture  
Aeronautical engineering  
Agronomical engineering  
Roads, canals and ports engineering  
Geological engineering  
Industrial engineering  
Information technology engineering or computer graduate

Mine engineering  
Mountain engineering  
Civil navy or nautical engineering (graduate)  
Naval and oceanic or naval engineering  
Chemical engineering  
Communications engineering

---

#### First cycle studies (diploma students, engineering or technical architects)

Technical architecture  
IT (diploma) (former syllabus)  
Management IT  
Systems IT  
Civil navy (diploma) (former syllabus)  
Naval machines (diploma)  
Maritime navigation (diploma)  
Naval radio electronics (diploma)  
Aeronautics (former syllabus)  
Aeronautics specialised in:  
. Aircraft  
. Aero-engines  
. Aero-navigation  
. Airports  
. Aerospace equipment and materials  
Farming (former syllabus)  
Farming specialised in:  
. Agriculture and fishing operations  
. Horticulture and gardening  
. Agrarian and food industries  
. Mechanisation and rural constructions  
Public works (former syllabus)  
Public works specialised in:  
. Civil construction  
. Hydrology  
. Urban transport and services  
Topography  
Industrial (former syllabus)  
Industrial specialised in:  
. Mechanics  
. Electricity  
. Industrial electronics  
. Industrial chemistry  
. Textile or knitted fabrics  
Industrial design  
Forestry (former syllabus)  
Forestry specialised in:  
. Forestry operations  
. Forestry industries  
Mines (former syllabus)  
Mines specialised in:  
. Mine operations  
. Mining exploration and drilling  
. Mining electromechanical facilities  
. Mineralogy and metallurgy  
. Energy resources, fuels and explosives  
Telecommunications (former syllabus)  
Telecommunications specialised in:

- . Telematics
- . Telecommunications systems
- . Sound and Imaging
- . Electronic systems
- Naval (former syllabus)
- Naval specialised in:
  - . Naval structures
  - . Propulsion and shipping services

---

#### **Second cycle studies only (engineering or graduate)**

Electronics  
 Industrial Organisation  
 Geodetics and Cartography  
 Industrial Automation and Electronics  
 Of Materials  
 Naval machines (graduate)  
 Nautical and maritime transport (graduate)  
 Naval radio electronics (graduate)  
 Defence systems

---

#### **IV. Social and legal sciences**

##### **Second cycle studies only (graduates)**

Sports sciences or physical education  
 Law  
 Politics and sociology (former syllabus)  
 Political and Administrative Sciences or Politics  
 Sociology or Sociological Sciences  
 Economics and Business Studies (former syllabus)  
 Economics or Economic Sciences  
 Business administration and management or Business Studies  
 Information sciences (former syllabus)  
 Audiovisual Communication or Image and Sound Sciences  
 Advertising and Public Relations  
 Journalism  
 Psychology  
 Teaching or Education

---

##### **First cycle studies (diploma students)**

Biblioeconomics and Documentation  
 Basic general education teaching body (former syllabus)  
 Teacher specialised in:
 

- . Child education
- . Primary education
- . Foreign language
- . Physical education
- . Musical education
- . Special Education
- . Hearing and language

Business Sciences or Studies  
 Social Education  
 Management and Public Administration  
 Labour Relations or social worker  
 Social Work  
 Tourism

---

##### **Second cycle studies only (graduates)**

Documentation  
 Actuarial and financial sciences  
 Market Research and Techniques  
 Teaching Psychology  
 Canon Law  
 Work sciences  
 Criminology

---

#### **V. Humanities area**

##### **Second cycle studies only (graduates)**

Fine Arts  
 Philosophy and education sciences (former syllabus)  
 Geography and History (former syllabus)  
 Geography  
 History  
 Art History  
 Philology  
 German Philology  
 Arabic Philology  
 Catalan Philology  
 Classical Philology  
 Slavic Philology  
 French Philology  
 Galician Philology  
 Hebrew Philology  
 Hispanic Philology  
 English Philology  
 Italian Philology  
 Portuguese Philology  
 Roman Philology  
 Basque Philology  
 Philosophy  
 Humanities  
 Translating and Interpreting  
 Ecclesiastical Sciences  
 Theology  
 Religious Sciences

---

**First cycle studies (diploma students)**

Translators and interpreters  
Bachelors in Theology  
Ecclesiastical Studies (Dipl.)  
Religious Sciences (Dipl.)

---

**Second cycle studies only (graduates)**

Literature and comparative literature theory  
Social and Cultural Anthropology  
Music history and sciences  
Linguistics  
East Asian studies

# Annexe 3.1

## Spanish public universities and year of foundation

Nº	Abbreviations	Universities	Year
1	UAH	University of Alcalá de Henares	1977
2	UAL	University of Alicante	1979
3	UALM	University of Almería	1993
4	UAB	Autonomous University of Barcelona	1968
5	UAM	Autonomous University of Madrid	1968
6	UBA	University of Barcelona	1430
7	UB	University of Burgos	1994
8	UCA	University of Cádiz	1979
9	UCN	University of Cantabria	1972
10	UCAR	University Carlos III of Madrid	1989
11	UCLM	University of Castilla-La Mancha	1982
12	UCM	Complutense University of Madrid	1508
13	UCO	University of Córdoba	1972
14	ULC	University of La Coruña	1989
15	UEX	University of Extremadura	1973
16	UGI	University of Girona	1992
17	UGR	University of Granada	1531
18	UHU	University of Huelva	1993
19	UIB	University of Islas Baleares	1978
20	UJA	University of Jaén	1993
21	UJCS	University Jaume I of Castellón	1991
22	ULL	University of La Laguna	1701
23	URI	University of La Rioja	1992
24	ULE	University of León	1979
25	UdL	University of Lleida	1992
26	UMA	University of Málaga	1972
27	UMH	University Miguel Hernández of Elche	1997
28	UMU	University of Murcia	1915
29	UOV	University of Oviedo	1604
30	UPO	Pablo de Olavide University	1997
31	UPV	University of País Vasco	1968
32	UPGC	University of Las Palmas	1979
33	UPCT	Technical University of Cartagena	1999
34	UPC	Technical University of Cataluña	1971
35	UPM	Technical University of Madrid	1971
36	UPVA	Technical University of Valencia	1971
37	UPF	Pompeu Fabra University	1990
38	UPNA	Public University of Navarra	1987
39	URJC	Rey Juan Carlos University	1997
40	URV	Rovira i Virgili University	1992
41	USA	University of Salamanca	1218
42	UST	University of Santiago	1495
43	USE	University of Sevilla	1505
44	UVEG	University of Valencia (General. Est)	1500
45	UVA	University of Valladolid	1346
46	UVI	University of Vigo	1989
47	UZA	University of Zaragoza	1474
48	UNED	Open university	1972

## Annex 3.2

### Private Spanish and church universities and year of foundation

Nº	Abbreviations	Universities	Year
1	UAO	Abat Oliba-CEU University	2003
2	UAXS	Alfonso X el Sabio University	1994
3	UAN	Antonio de Nebrija University	1995
4	UCJC	Camilo José Cela University	2000
5	UCH-CEU	Cardenal Herrera-CEU University	2000
6	UCAV	Católica de Avila University	1997
7	UCSA	Católica San Antonio de Murcia University	1998
8	UDE	University of Deusto	1886
9	UEMC	European University Miguel de Cervantes	2002
10	UEM	European University of Madrid	1995
11	UFV	University Francisco de Vitoria	2002
12	UIC	International University of Catalunya	1997
13	UMD	University of Mondragón	1997
14	UNA	University of Navarra	1952
15	UOC	Oberta de Catalunya University	1995
16	UPCO	Pontificia Comillas University	1935
17	UPSA	Pontificia de Salamanca University	1940
18	URLL	Ramón Llull University	1991
19	UCEU	San Pablo-CEU University	1993
20	USEK	SEK University	1997
21	UVIC	University of Vic	1997