

Introduction

The 14/1970 General Education and Finance Law for the educational system dated 4 August, was intended to afford the educational system with a regulation destined to selecting the most capable for each of the main academic areas.

In agreement with this legal framework, the Law 30/1974 of 24 July established that those students who passed the Post-secondary non-higher education would undergo university entrance aptitude tests. The Royal Decree 3514/1974 of 20 December from the Ministry of Education and Science, stated that said tests would be implemented during the academic year 1974-75 and would affect all students desiring to commence university studies as of academic year 1975-76.

In order to take said test, the students should have taken one of the following options which relate to those taken in Post-secondary non-higher education:

- A. Scientific-Technical Option
- B. Biosanitary Option
- C. Social Sciences Option
- D. Humanistic-Linguistic Option

Within the framework of Organic Law 1/1990 of 3 October, pertaining to General Education System Reform (GESR), the Order of 10 December 1992 from the Ministry of Education and Science regulates the university entrance tests of the students who study the courses foreseen in said Law. To take these tests, the students can opt for one of the following options which relate to the studies taken:

– Scientific-Technical Option: Nature and Technology Sciences Modality.

– Health Sciences Option: Health and Nature Sciences Modality.

– Social Sciences Option: Humanities and Social Sciences Modality.

– Humanities Option: Humanities and social sciences modality.

– Arts Options: Arts modality.

Each option is made up of a relation of university degrees whose studies may be followed by the student, in the case of passing the entrance tests.

The law covers the possibility that the student may present more than one option (combined options) through having studied as an alternative one or some of the subjects linked to other university entrance test options.

It is also worth mentioning the existence of access to university for persons over 25 which consists of one exam without optional content.

Finally, it is worth saying that Royal Decree 704/1999 of 30 April of the Ministry of Education and Culture (BOE of 1 May) facilitates students who have passed the university entrance tests to take them again as many times as they like in any other convocations with the object of improving their qualification. For students who repeat the entrance tests their qualification obtained in this convocation will be considered as long as this qualification is better than the previous one.

1 Objectives

The main objective of this statistic is to get to know the most relevant characteristics which make up the university entrance tests, information that serves as a base to devise entrance education policy in university studies.

2 Methodology

2.1 ANALYSIS UNITS

The entrance test that is carried out to access public universities.

2 STATISTICS SCOPE

- Populational: all public universities.
- Temporary: the reference period are the two convocations (June and September) carried out during the year for students who wish to matriculate as new intake in the first year of the course beginning.

3 Elaboration of the Statistic

3.1 QUESTIONNAIRE

There exists a unique questionnaire model which covers the information relative to the matriculated student body and student body who passed broken down by sex, convocation (June and September), option, teaching plan and those over 25. Also covered is information on the student body who passed in June who sat the September entrance tests to improve their qualification.

3.2 COLLECTION OF THE INFORMATION

The questionnaire is issued by mail to each university. As the questionnaires are received filled in the appropriate requests for information are carried out. In turn, the necessary checks and filtering are carried out to achieve the coherence of the data contributed in each questionnaire.

3.3 FILTERING AND RECORDING OF THE DATA

Once the consistence of the information contributed in the questionnaire has been checked, data is recorded in a database that includes the relevant variables.

Once the information has been processed in this manner, the statistical tables are then generated by means of computerised procedures; the resulting tables are revised and later processed in order to obtain the definitive publication format.

4 Publication plan

The statistical publication of university entrance tests is structured into five main blocks:

4.1 ANNUAL SERIES OF MATRICULATED STUDENT BODY AND STUDENT BODY WHO PASSED IN ENTRANCE TESTS

Information is offered on the development of the main variables that make up university entrance tests.

With the object of supplying the synthetic study of the said series, the information expressed in variation indices taking as a base the tests carried out in the last 9 years is presented.

4.2 ENTRANCE TESTS CARRIED OUT FOR THE ACADEMIC YEAR THAT IS BEGINNING. GENERAL TABLES

The object is to give a global vision of the matriculated student body and student body who passed classified by convocation, as well as access for those over 25.

4.3 UNIVERSITY ENTRANCE TESTS ACCORDING TO OPTION FOR WHICH THE STUDENT HAS PRESENTED THEMSELF

A set of tables relative to the number of matriculated students and students who passed in the entrance tests broken down according to the option for which the student presents is presented.

It is worth mentioning that the students who have presented more than one option (combined options) have been included in both options, in all the tables in this chapter.

4.4 UNIVERSITY ENTRANCE TESTS ACCORDING TO THE TEACHING PLAN FOLLOWED BY THE STUDENT

With the object of studying the entrance tests under another approach it may be that it is not inappropriate to carry out a breakdown according to the teaching plans studied by students who matriculated in the same.

In this context, it is worth distinguishing three different access tracks to tests leading to university entry:

Post-secondary non-higher education

Students who studied the courses (Secondary and post secondary non-higher education) established in the General Education Law of 1970.

Primary and secondary education

Students who studied the bachelors established by the GESR and implemented in advance by the Order of 12 November

It is worth specifying that students (GESR teaching plan) who have presented for more than one option (combined options) have just been accounted for once.

REM

Students who have studied the experimental bachelors in the Average Education Reform Plan from the academic year 1983-84 have been experiencing a limited number of teaching centres according to what is set out in the order of 30 September 1983 (BOE of 4 October) from the Ministry of Education and Science.

The experimental bachelors is currently due to the progressive implementation of the GESR bachelors.

4.5 COMPARATIVE TABLES OF ENTRANCE TESTS CARRIED OUT IN 2000-2001

The variation rates between these years of the matriculated student body and the student body who passed are calculated in these tables.

4.6 UNIVERSITY ENTRANCE TESTS CARRIED OUT IN SEPTEMBER BY THE STUDENTS WHO PASSED IN JUNE TO IMPROVE THEIR QUALIFICATION

Two tables are presented, one according to the teaching plans followed by students and the second according to the option for which they are presented.