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EUROPASS DIPLOMA SUPPLEMENT

TITLE OF THE DIPLOMA (ES)

Técnico Superior en Educación Infantil

TRANSLATED TITLE OF THE DIPLOMA (EN) (1)

Higher Technician in Pre-Primary Education

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(1) This translation has no legal status.

DIPLOMA DESCRIPTION

The holder of this diploma will have acquired the General Competence 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, the 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.
- Organises 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.
- Designs recreational activities, relating them with game theories and the evolutionary stage at which the child is found.
- Selects toys for recreational activities, relating their characteristics with the stages of child development.
- Implements recreational activities, relating them with the established objectives and necessary resources.
- Assesses projects and activities of recreational intervention, justifying the selected techniques and observation tools.

"Expression and Communication"

The holder:

- Plans strategies and activities that promote the development of expression and communication relating them with the characteristics of the individuals and the group to which they are addressed.
- Implements strategies and activities that promote the development of oral expression, relating them with the proposed objectives.
- Selects expression and communication resources addressed to children, relating their characteristics with the addressees' evolutionary stage.
- Plans strategies and activities that promote the development of the plastic, graphic, rhythmic-musical, logical mathematical and body expression relating them with the proposed objectives and the appropriate strategies and resources.
- Assesses the process and result of the intervention carried out in the area of expression and communication reasoning relevant variables and assessment tools.

"Cognitive and Motricity Development"

The holder:

- Plans strategies, activities and intervention resources within the sensory area, analysing explicative theories and the specific characteristics of the group to which they are addressed.
- Plans strategies, activities and resources of intervention within the psychomotricity area, relating them with the characteristics of the individuals and the group to which they are addressed.
- Plans strategies, activities and resources of intervention within the cognitive area, relating them with the theories of cognitive development, and the characteristics of the individuals and the group to which they are addressed.
- Plans psychomotricity strategies, activities and resources, relating them with the principles of psychomotor education and the characteristics of the individuals and the group to which they are addressed.
- Implements activities of intervention within the sensory, motricity, cognitive and psychomotricity areas, relating them with the proposed objectives and children's characteristics.
- Assesses the process and result of the intervention carried out within the sensory, motor, cognitive and psychomotricity areas, reasoning the relevant variables of the process and justifying their choice.

"Socio affective Development"

The holder:

- Plans interventions in order to promote affective development in children analysing explicative theories and the characteristics of the individuals and the group to which they are addressed.
- Plans interventions in order to promote the social development in children relating them with the factors that have an influence and the characteristics of the individuals and the group to which they are addressed.
- Plans interventions in order to promote values development in children, relating them with explicative theories and the characteristics of the individuals and the group to which they are addressed.
- Plans interventions in order to promote the sexual development of children, analysing the evolutionary characteristics of children's sexuality and the influence of social stereotypes.
- Plans strategies of intervention in the common behavioural disorders and conflicts in children's relationships, analysing the theories and techniques of behaviour modification.
- Implements plans and activities of intervention within the socio affective area, relating them with the objectives, methodological strategies and the role of the childcare worker.
- Assesses the intervention carried out in the socio affective area, justifying the selection of variables and used tools.

"Social Skills"

The holder:

- Implements strategies and techniques in order to promote communication and social relationships with the environment, relating them with the principles of emotional and social intelligence.
- Encourages team work, applying the appropriate techniques and justifying their choice according to the characteristics, situation and objectives of the group.
- Leads meetings analysing the different methods or styles of intervention and organisation according to the characteristics of the addressees and the context.
- Implements strategies to manage conflicts and solve problems selecting them according to the characteristics of the context and analysing the different models.
- Assesses group processes and his/her own social competence in order to carry out his/her professional activities, identifying any aspects that could be improved.

"Family Interventions and Attention to Children Exposed to Social Risk"

The holder:

- Plans programmes and activities of socio-educational intervention addressed to children living in residential care centres analysing the child care model of the institution and the current legal regulations.
- Plans programmes and activities of intervention with families justifying their role in education and the comprehensive development of children.

– Implements socio-educational activities addressed to children exposed to risk or living in residential care centres relating them with the objectives and methodological strategies of the intervention.
– Implements activities and strategies that promote family collaboration in the children's socio-educational process relating them with their characteristics and needs and the aims of the intervention.
– Assesses the process and result of socio-educational interventions with children living in residential care centres relating the assessment with the relevant variables and protocols established in the institution.
– Assesses the process and result of interventions with families identifying the relevant variables in the process and justifying their choice.

"Project on Child Care"

The holder:
– Identifies the needs of the production sector, relating them with the standard projects that may satisfy them.
– Designs projects related to the competences described in the diploma, including and developing their constituting stages.
– Plans the project implementation, determining the intervention plan and associated documentation.
– Defines the procedures for the monitoring and control of the project implementation, justifying the selection of variables and instruments used.

"First Aid"

The holder:
– Carries out the initial assessment of assistance in emergency situations describing risks, available resources and type of requested help.
– Applies basic life support techniques describing and relating them with the aim to be achieved.
– Applies procedures of victims' immobilization and mobilization selecting material means and techniques.
– Applies psychological support and self-control techniques to the injured person and those with him/her, describing and applying the appropriate communication strategies.

"Professional Training and Guidance"

The holder:
– Selects job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning.
– Applies teamwork strategies, assessing their effectiveness and efficiency on the achievement of the company's goals.
– Exercises rights and complies with the duties derived from labour relationships, recognising them in the different job contracts.
– Determines the protective action of the Spanish Health Service in view of the different covered eventualities, identifying the different types of assistance.
– Assesses risks derived from his/her activity, analysing job conditions and risk factors present in his/her labour setting.
– Participates in the development of a risk prevention plan in a small enterprise, identifying the responsibilities of all agents involved.
– Applies protection and prevention measures, analysing risk situations in the labour setting of the Higher Technician in Pre-Primary Education.

"Business and Entrepreneurial Initiative"

The holder:
– Recognises skills related to entrepreneurial initiative, analysing the requirements derived from job positions and business activities.
– Defines the opportunity of creating a small enterprise, assessing the impact on the performance setting and incorporating ethic values.
– Carries out the activities for the setting-up and implementation of a company, choosing the legal structure and identifying the associated legal obligations.
– Carries out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation.

"On the Job Training"

The holder:
– Identifies the company's structure and organization relating it with the type of service provided.
– Applies labour and ethic habits in his/her professional activity according to the characteristics of the job position and the procedures established by the company.
– Plans activities addressed to children, following the guidelines established in the documents organized by the institution s/he is part of and collaborating with the staff in charge of the centre.
– Implements activities addressed to children following the guidelines established in the planning and adapting them to the characteristics of children.
– Assesses programmes and activities intervening in teamwork, guaranteeing the quality of the process and the intervention.

RANGE OF OCCUPATIONS ACCESSIBLE TO THE HOLDER OF THE DIPLOMA

The Higher Technician in Pre-Primary Education works in the sector of formal and non formal education and the sector of social services for children.

The most relevant occupations or jobs are the following:

- Childcare worker during the first cycle of pre-primary education, always under the supervision of a teacher, in institutions dependent on national or regional and local bodies, and in private centres
- Childcare worker in institutions and/or specific working programmes for young children (0-6 years) exposed to social risk, or in family support centres, following the guidelines of other professionals
- Childcare worker in recreational programmes or activities for young children from 0 to 6 years old: playrooms, cultural arts centres, libraries, educational centres, recreational centres, school farms, etc

AWARD, ACCREDITATION AND LEVEL OF THE DIPLOMA

Name of the body awarding the diploma on behalf of the King of Spain: Spanish Ministry of Education or the different Autonomous Communities according to their areas of competence. The title has academic and professional validity throughout Spain.

Official duration of the education/ training leading to the diploma: 2000 hours.

Level of the diploma (national or international)

- NATIONAL: Non-University Higher Education
- INTERNATIONAL:
  - Level 5 of the International Standard Classification of Education (ISCED5).
  - Level 5 of the European Qualifications Framework (EQF5).

Entry requirements: Holding the Certificate in Post-Compulsory Secondary Education (Bachillerato) or holding the corresponding access test.

Access to next level of education/training: This diploma provides access to University studies.

Legal basis. Basic regulation according to which the diploma is established:

- Minimum teaching requirements established by the State: Royal Decree 1394/2007, of 29 October, according to which the diploma of Higher Technician in Pre-Primary Education and its corresponding minimum teaching requirements are established.

Explanatory note: This document is designed to provide additional information about the specified diploma and does not have any legal status in itself.

COURSE STRUCTURE OF THE OFFICIALLY RECOGNISED DIPLOMA

PROFESSIONAL MODULES IN THE DIPLOMA ROYAL DECREE	CREDITS ECTS
Pre-primary Teaching.	14
Personal Autonomy and Children's Health.	12
Children's Games and Their Methodology.	12
Expression and Communication.	11
Cognitive and Motricity Development.	12
Socio-affective Development.	8
Social Skills.	6
Family Interventions and Attention to Children Exposed to Social Risk.	6
Project on Child Care.	5
First Aid.	3
Vocational Training and Guidance.	5
Business and Entrepreneurial Initiative.	4
On the Job Training.	22
	TOTAL CREDITS
	120
OFFICIAL DURATION (HOURS)	***2000***

* The minimum teaching requirements shown in the table above comprise 55% official credit points valid throughout Spain. The remaining 45% corresponds to each Autonomous Community and can be described in the **Annex I** of this supplement.

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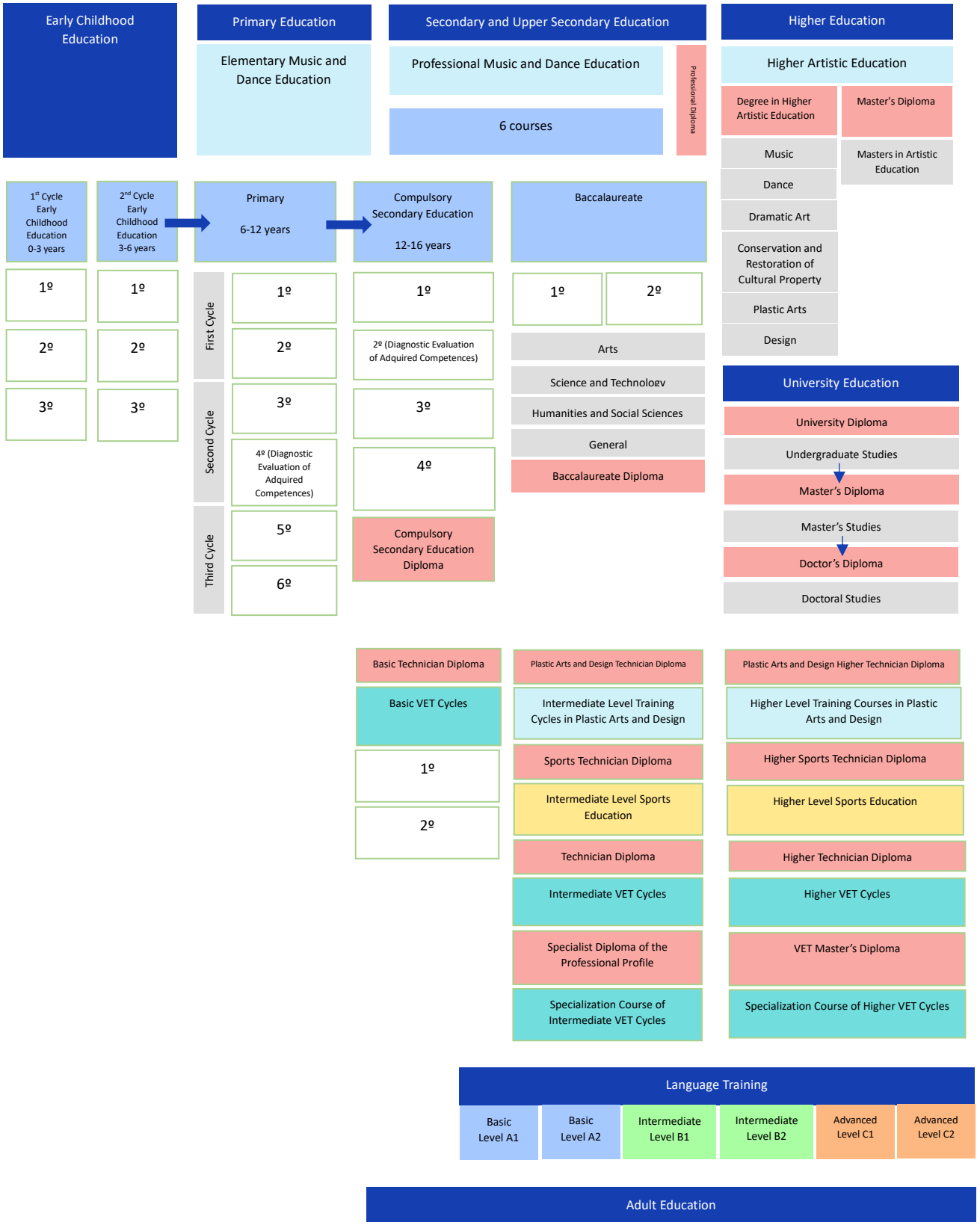
INFORMATION ABOUT THE EDUCATION SYSTEM