The aim of this paper is to assess the acquisition of skills under the new EHEA in comparison with the traditional teaching system.

The results show higher percentage of passes in the group with innovative teaching - 93.75% versus 48.19% - in the lecture-based class group. The average grade was also higher - 7.08 over 10 versus 4.52 over 10. These differences are significant (t statistic = 6.382 for the means difference t-test). In order to rule out the possibility of these better results being due to the assessment awarded for the non-similar parts of the examination, a comparison was also made of the marks obtained in the examination common to both groups. These results seem to indicate that skills acquisition with the new teaching methodologies is a clear improvement on the traditional lecture-based methodology.

One limitation of this study is that the selection process of the students in the innovation group, which is based on the marks for accessing to the Degree, could bias the results.

CONCLUSIONS
These results suggest that the acquisition of skills improves with the new teaching methodologies.