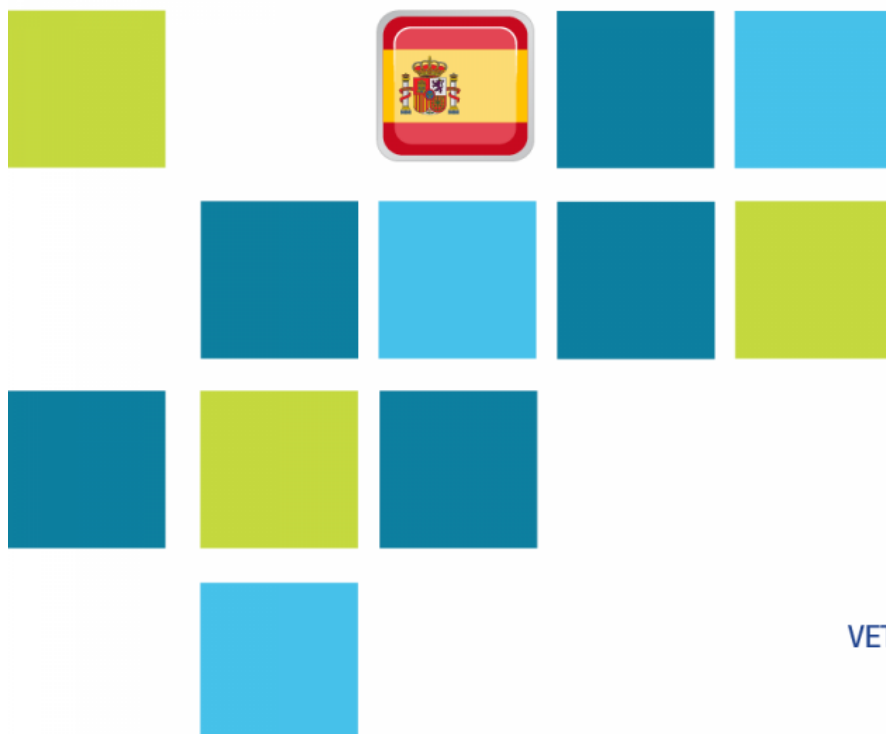


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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE  
**SPAIN**

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**SYSTEM DESCRIPTION**



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## Table of contents

- Chapter 1. Summary of main elements and distinctive features of VET.
- Chapter 2. Main challenges and policy responses.
- Chapter 3. External factors influencing VET.
  - 3.1. Demographics.
  - 3.2. Economics.
  - 3.3. Labour market.
- Chapter 4. Education attainment.
  - 4.1. Share of high, medium and low level qualifications.
  - 4.2. VET learner share of the total VET population.
  - 4.3. VET learners by level.
  - 4.4. Female share.
  - 4.5. Early leavers from education and training.
  - 4.6. Participation in lifelong learning.
  - 4.7. VET learners by age.
- Chapter 5. VET within education and training system.
- Chapter 6. Apprenticeship.
- Chapter 7. VET governance.
- Chapter 8. VET financing mechanisms.
- Chapter 9. Teachers and trainers.
  - 9.1. VET teacher types.
  - 9.2. Continuing professional development of teachers/trainers.
- Chapter 10. Shaping VET qualifications.
  - 10.1. Anticipating skill needs.
  - 10.2. Designing qualifications.
- Chapter 11. Quality assurance.
- Chapter 12. Validation of prior learning.
- Chapter 13. Incentives for learners.
- Chapter 14. Incentives for enterprises to boost their participation in VET provision.
- Chapter 15. Guidance and counselling.
- Vocational education and training system chart.
- VET Programme Types.
  - Basic VET programmes (FP Básica, Título profesional básico) ISCED 353.
  - Arts and design or sports programmes (Grado Medio de Artes Plásticas y Diseño o Grado Medio de Enseñanzas Deportivas), ISCED 354.
  - Intermediate VET programmes (FP de grado medio - Título de Técnico), ISCED 354.
  - Higher sports or higher arts and design programmes (Grado Superior de Enseñanzas Deportivas o Grado Superior de Artes Plásticas y Diseño) ISCED 554 diploma.
  - Higher VET programmes (FP de grado superior - título de Técnico Superior), ISCED 554.
  - Professional certificate programmes – level 1 (certificado de profesionalidad (CdP) – nivel 1).
  - Professional certificate programmes – level 2 certificado de profesionalidad (CdP) – nivel 2.
  - Professional certificate programmes – level 3 certificado de profesionalidad (CdP) – nivel 3.
- References.

## CHAPTER 1.

# Summary of main elements and distinctive features of VET

Main features of the VET system include:

- in the last ten years participation in VET increased by more than 70% (1) ;
- in the same period, early leaving from education and training has considerably decreased but is still below the national target;
- in VET programmes managed by the education authorities, males are the majority of learners: 71.1% in basic VET, 56.9% in intermediate VET and 52.4% in higher VET programmes (2) ;
- 50% of VET learners are found in three professional branches: health, administration and management; information and communications technology; and sociocultural and community services;
- the number of apprenticeships/dual VET learners (3) is slowly increasing but is still a minority option compared to school-based programmes.

Distinctive features (4)

The Spanish constitution provides the right to education and retraining, which public authorities have to promote. Initial vocational education and training (VET) is the responsibility of education authorities; continuous training is the responsibility of employment authorities. The national system for qualifications and vocational training is the umbrella for VET programmes, leading to formal qualifications awarded by either the education or employment authorities: they share the same consultation bodies but the governance and objectives of their VET qualifications and programmes differ.

Mutual recognition of some parts of the training (modules), acquired in training programmes offered by the education or employment authorities, is possible as both take as reference the occupational standards of the national catalogue (5) .

VET programmes are modularised and include compulsory workplace learning at the end of, or during, studies. Learners need to pass all modules to obtain the relevant qualification. However, modularisation allows partial certification and re-engagement from a lifelong learning perspective.

The introduction of basic VET programmes (ISCED 353) and direct access to intermediate VET (ISCED 354) programmes in upper secondary have opened up progression routes for youngsters at risk of dropping out of compulsory education and, in some cases, for adults with low or no qualifications. Adults may have their skills recognised or acquire a formal qualification through training. Key competences tests have been developed for advanced VET programmes and professional certificate access. VET programmes using online or virtual learning environments and platforms are being developed to ease access to VET.

It is possible to acquire VET qualifications through dual VET. The dual principle (apprenticeship contracts or other alternance schemes) has been implemented nationally to increase VET attractiveness and support young people in transition to the labour market, though there are territorial differences in its implementation.

There are common regulations for validating skills acquired through non-formal and informal learning and work experience. These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests or minimum qualification requirements from sectoral regulatory bodies. Regional authorities can initiate public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs.

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[1] TodoFP: <http://www.todofp.es/sobre-fp/informacion-general/sistema-educativo-fp/fp-actual.html>

[2] More information on their repartition among professional sectors in: Sancha, I.; Gutiérrez, S. (2019). *Vocational education and training in Europe: Spain*, Annex\_T\_5/2. Cedefop ReferNet VET in Europe reports 2018. [http://libserver.cedefop.europa.eu/vetelib/2019/Vocational\\_Education\\_Training\\_Europe\\_Spain\\_2018\\_Cedefop\\_ReferNet.pdf](http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Spain_2018_Cedefop_ReferNet.pdf)

[3] Dual VET, in the national context refers to all types of VET which combine work and learning with the aim to obtain vocational qualifications, which may or not take the form of apprenticeship contracts.

[4] Adapted from Cedefop (2015). *Spotlight on VET in Spain*. Luxembourg: Publications Office. <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8104>

[5] The National catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP) comprises the most important occupations of the Spanish sector.

## CHAPTER 2.

# Main challenges and policy responses

In response to the significant increase in youth unemployment in recent years, current VET policy focuses on:

- reducing early leaving from education and training;
- improving citizens' qualification levels and employability;
- implementing the dual principle (apprenticeship-type training);
- implementing e-learning and appropriate assessment criteria and quality assurance;
- evaluating the VET system to improve its quality and efficiency;
- improving VET attractiveness, engaging companies in VET and maintaining its labour market relevance;
- aligning VET qualifications with labour market needs and skills forecasts and with sectoral needs;
- developing a comprehensive national qualifications framework and improving implementation of other European tools and principles to promote labour and training mobility and support lifelong learning.

The 2013 education reform aimed to improve VET standards and make VET more attractive to young people. It sought to meet their interests and encourage them to progress in their qualification by introducing flexible learning paths in secondary education and VET programmes.

VET is also the main pillar of the national strategy for entrepreneurship and youth employment (2013-16) and the Spanish strategy for employment activation (2014-16). Several VET-related short-term measures are being implemented at national and regional levels. The effectiveness, efficiency and quality of VET under the remit of the employment authorities are assessed annually. However, assessment results need to inform decision-making on VET offers.

The Reform of vocational training for employment within the labour sphere in 2015 aimed to increase continuing VET quality and improve management of public funds. This is to be guaranteed through accreditation of VET providers and by offering training leading to formal qualifications. Monitoring training outcomes, including transition to employment, will also support training quality; a common training database is being developed for this. Social partners and regional authorities participate in continuing VET quality assurance. (6)

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[6] Data adapted from Cedefop (2016). *Spotlight on VET in Spain*. Luxembourg: Publications Office.  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8104>

## CHAPTER 3.

# External factors influencing VET

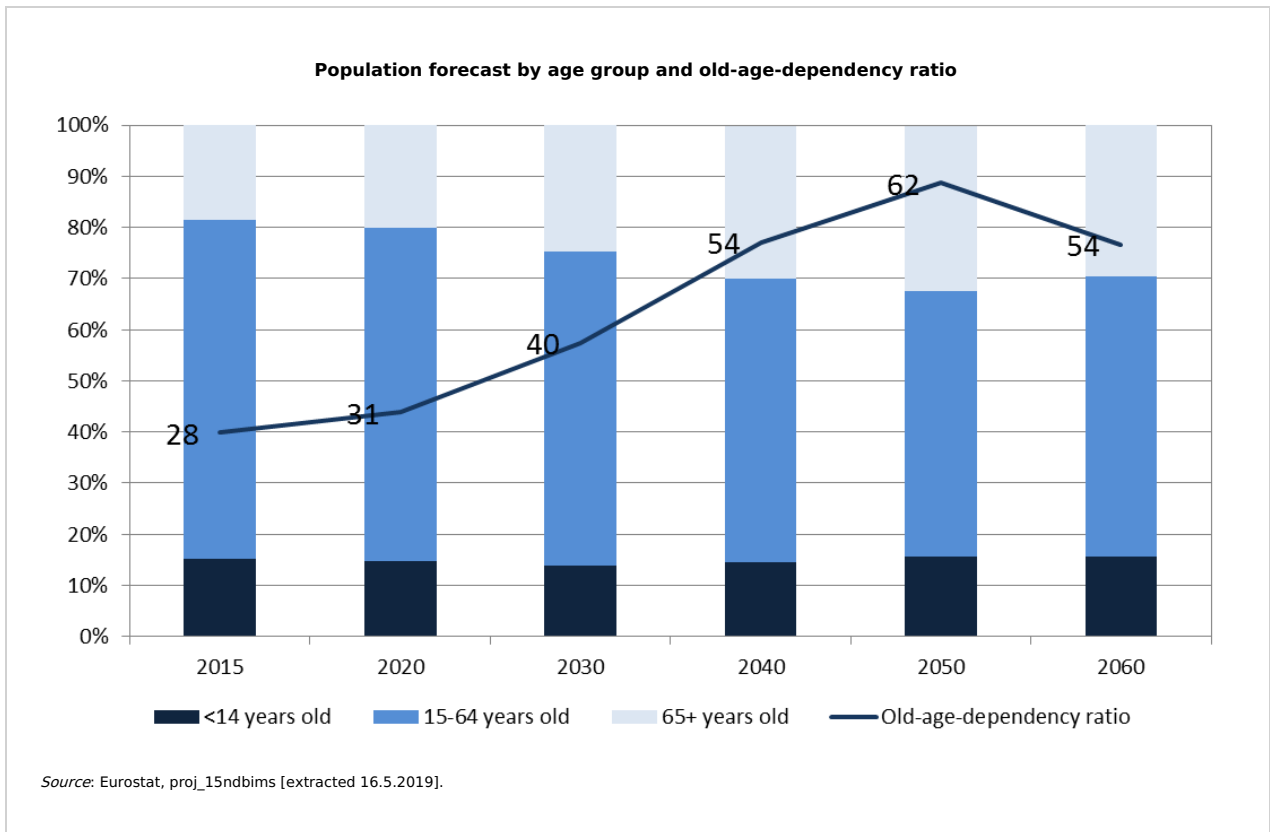
## 3.1 Demographics

Population in 2018: 46 658 447 (7)

Population has slightly decreased in recent years (-0.1%) (8) . The fall was small partly thanks to positive net migration since 2016.

As in many other EU countries, the population is ageing.

The old-age dependency ratio is expected to increase from 28 in 2015 to 54 in 2060 (9) .



Demographic changes have an impact on VET.

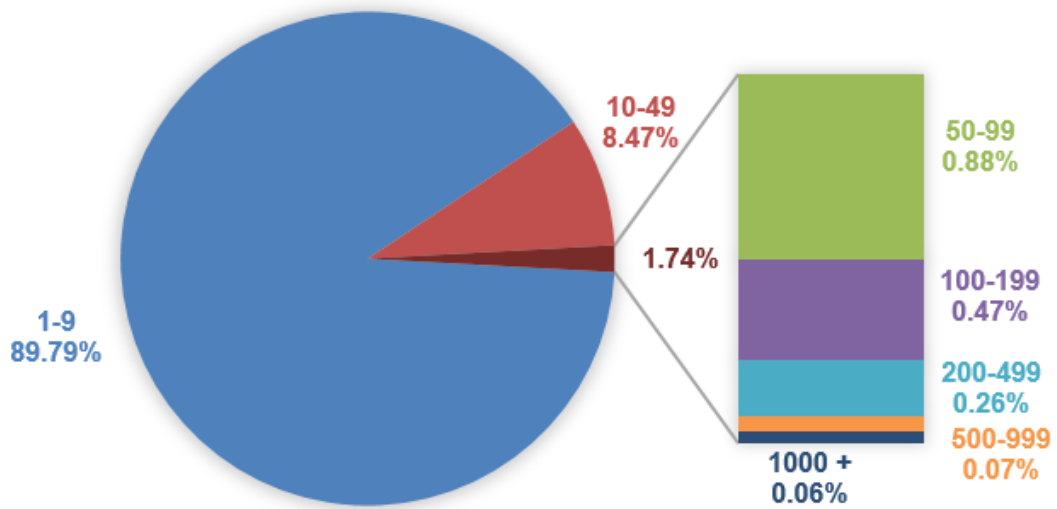
Medium-term forecasts indicate that an important proportion of job openings will mainly come from the need to replace workers retiring or changing occupations, which will require qualified people through VET (10) .

According to the constitution, Spanish is the official language of the State. Other languages, such as Basque, Catalan, Galician, or Valencian are also official in the respective Autonomous Communities. Regional authorities should ensure education in the official languages. Some VET providers also offer VET programmes in a foreign language.

## 3.2 Economics

Most companies are micro companies with fewer than 10 employees (90%)

Companies by number of employees in 2018

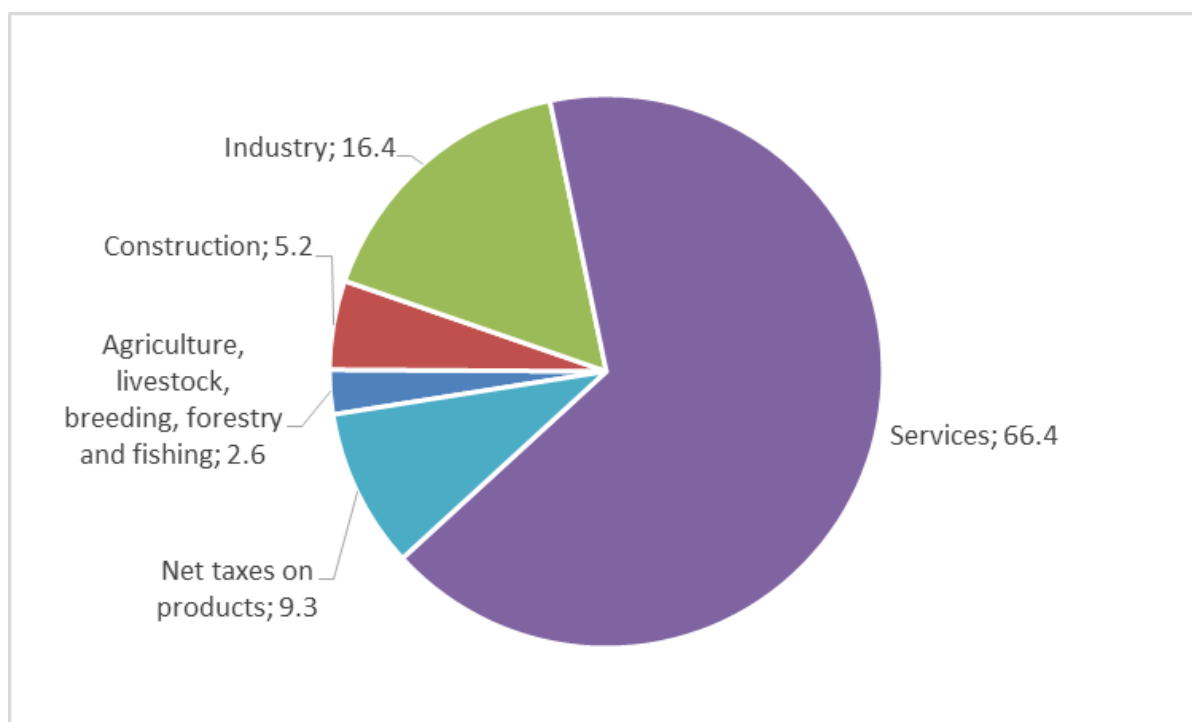


Source: INE. Companies by Autonomous Community, main activity (CNAE 2009 groups) and wage earner stratum. <http://www.ine.es/jaxiT3/Tabla.htm?t=298&L=1> [extracted 14.6.19].

The economy grew by 3.1% in 2017 (11) , surpassing the European average and forecasts.

The Spanish economy shows a growing evolution towards a service economy, though in 2017 construction, the primary sector, and industry (primarily manufacturing) contributed more to GDP growth.

**GDPmp according to components 2017 (%)**



Source: INE (2018). Spain in figures 2018.

All economic sectors experienced a rise in employment in 2017, with three out of four employed workers in the service sector. In 2017, the share of employees increased by 2.6% compared to 2016. Employment grew in most branches of economic activity, especially in the primary sector (5.8%)

#### Employees by economic activity in 2017

Employed	%	Variation
<b>Total</b>	<b>100</b>	<b>2.6</b>
Agriculture	4.4	5.8
Industry	14.1	5
Construction	6	5.1
Services	75.6	1.9

Source: INE (2018). Spain in figures 2018.

The number of companies with employees grew by 1.75% compared with 2016, representing 44.45% of businesses in 2017.

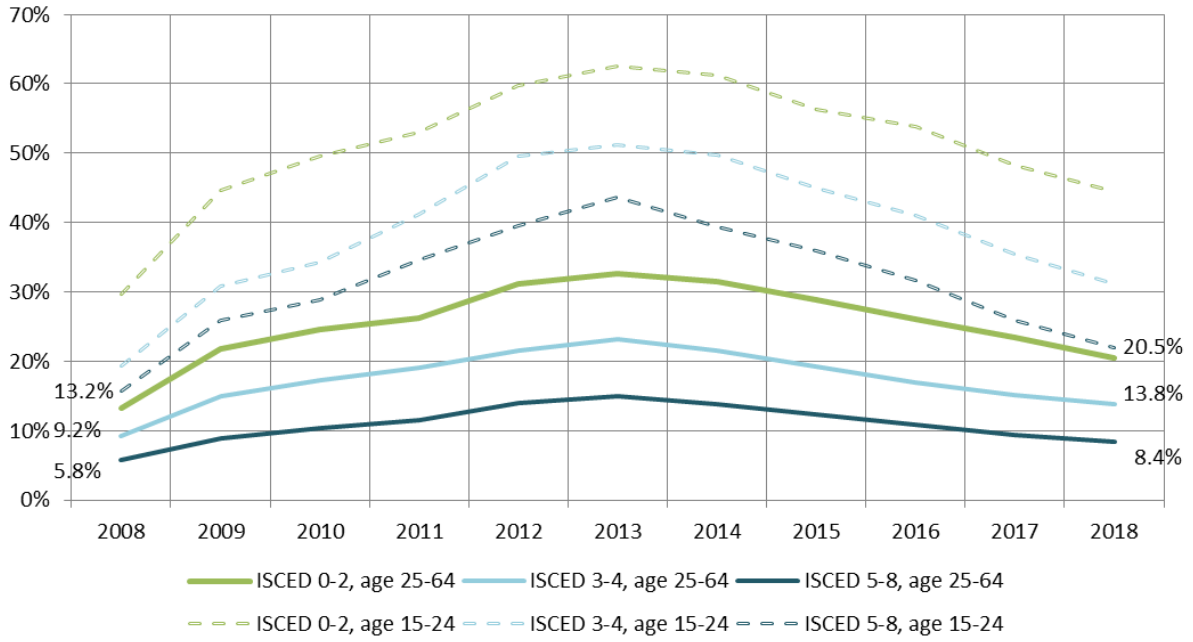
### 3.3 Labour market

A limited number of occupations/professions is regulated.

For some jobs, it is necessary to hold a certificate of professional competence (CAP, *certificado de aptitud profesional*), for example, electrical and gas technicians. These certificates can be obtained by accrediting a full vocational qualification (VET diploma from the education system), a professional certificate (CdP, from the employment system) or partial qualification (units of competence, UC). In the absence any of these, it is also possible in some cases to receive specific training and take a test. Training providers in such cases must be recognised or certified by the authority in charge. Regional authorities are responsible for issuing certificates of professional competence (CAP).

The total unemployment rate (12) in 2018 was 13.9% (6% in EU-28); it has increased by 4.2 percentage points since 2008 (13) .

**Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2008-18**

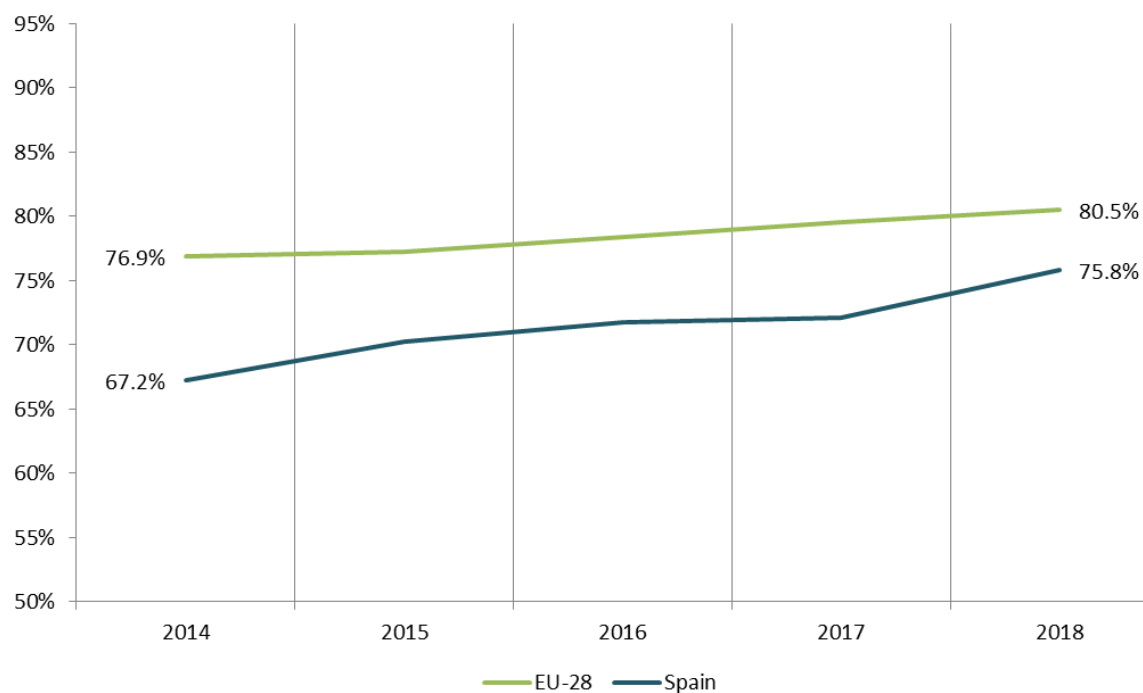


NB: Data based on ISCED 2011; breaks in time series.  
 ISCED 0-2 = less than primary, primary and lower secondary education.  
 ISCED 3-4 = upper secondary and post-secondary non-tertiary education; ISCED 5-8 = tertiary education.  
 Source: Eurostat, lfsa\_urgaed [extracted on 16.5.2019]

Unemployment rates correlate with education attainment. Although unemployment has been decreasing steadily since 2013, in 2018 at ISCED levels 3 and 4 (where most VET learners are found) it was still considerably higher than ten years before. For those aged 15 to 24 it is more than twice as high as in the total population with the same level qualifications (14) .

The employment rate of 20 to 34 year-old VET graduates increased from 67.2% in 2014 to 75.8% in 2018.

**Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)**



NB: Data based on ISCED 2011; breaks in time series.  
 ISCED 3-4 = upper secondary and post-secondary non-tertiary education.  
 Source: Eurostat, edat\_ifse\_24 [extracted 16.5.2019].

In 2014-18, the increase in employment of 20-34 year-old VET graduates was higher (+8.6 pp) compared to the increase in employment of all 20-34 year-old graduates (+7.8 pp) in the same period (15) .

[7] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[8] NB: data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[9] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[10] <http://www.cedefop.europa.eu/en/news-and-press/news/spain-skills-anticipation-and-future-sectoral-training-needs-outlook-and-challenges>

[11] Eurostat, Real GDP growth rate - volume. Percentage change on previous year (tec00115). Last update 13.6.2018 [extracted 14.6.2018].

[12] Percentage of active population, 25 to 74 years old.

[13] Eurostat table une\_rt\_a [extracted 20.5.2019].

[14] 31.2% and 13.8% respectively.

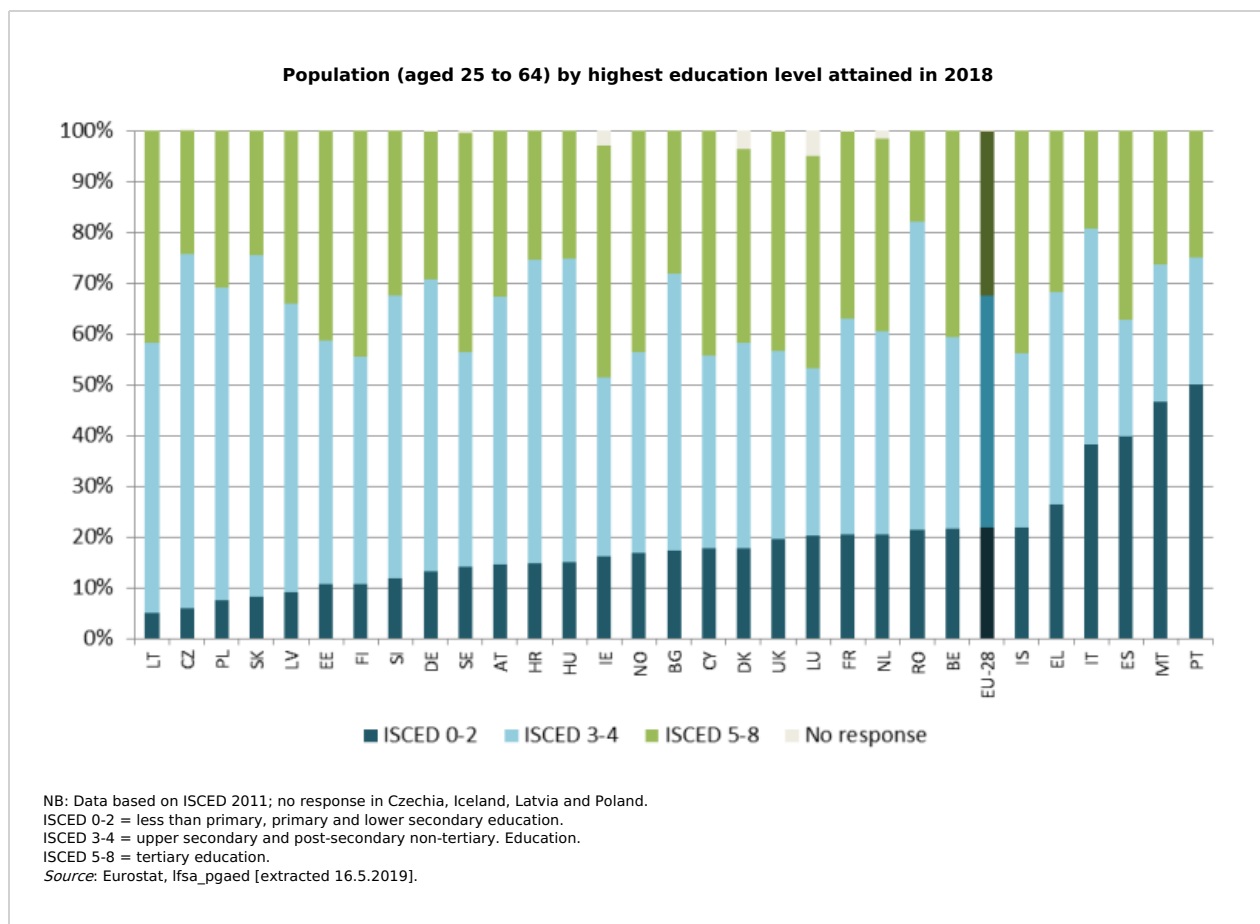
[15] NB: Break in series. Eurostat table edat\_ifse\_24 [extracted 16.5.2019].

## CHAPTER 4.

# Education attainment

### 4.1 Share of high, medium and low level qualifications

The share of the adult population aged 25 to 64 with high-level qualifications (ISCED 5-8) (39.9%) is higher in Spain than in the EU-28 (32.2%). In contrast, the share of those with medium-level qualifications (ISCED 3-4) is the lowest (22.9%) in the EU-28 while the share of those up to 64 with no or low qualifications was 39.9%, one of the highest in the EU.



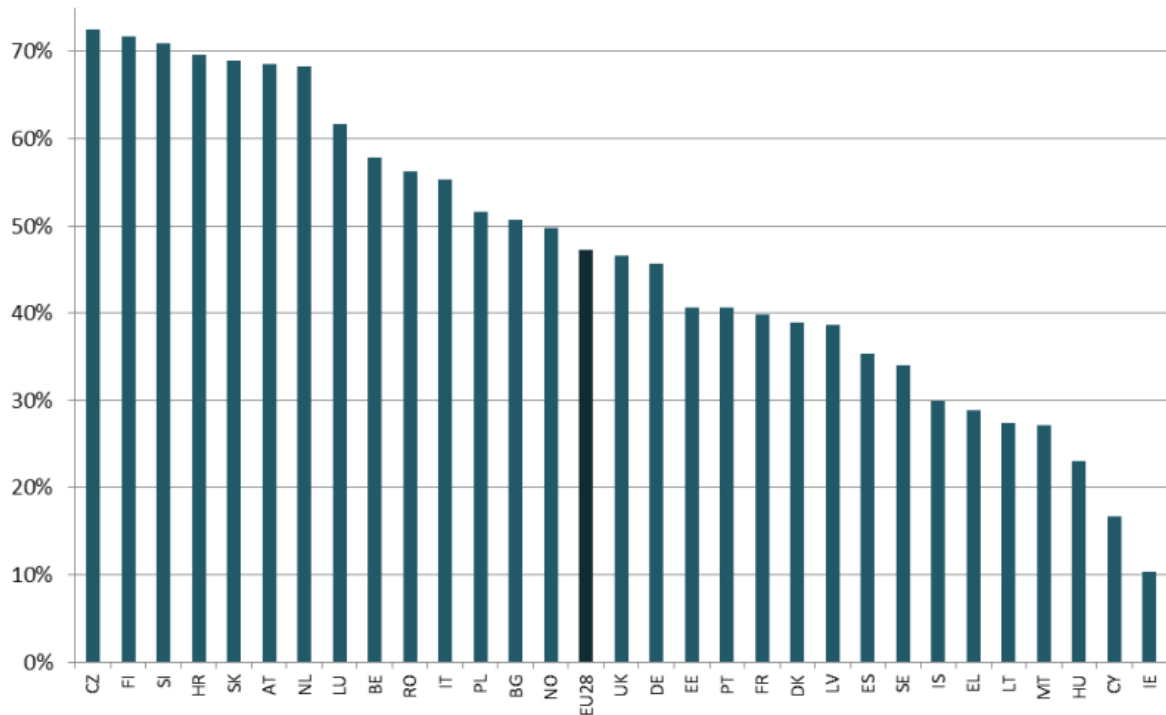
### 4.3 VET learners by level

#### Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
1.3%	35.3%	100.0%

Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07 [extracted 16.5.2019].

Share of initial VET learners from total learners at upper secondary level (ISCED level 3), 2017



NB: Data based on ISCED 2011.  
 Source: Eurostat, educ\_uoe\_ens04 [extracted 16.5.2019].

#### 4.4 Female share

There are considerably more males in education authority VET programmes at all three levels: 71.1% in basic VET ISCED 353, and 56.9% and 52.4%, respectively in intermediate and higher VET. There are significant differences between professional branches.

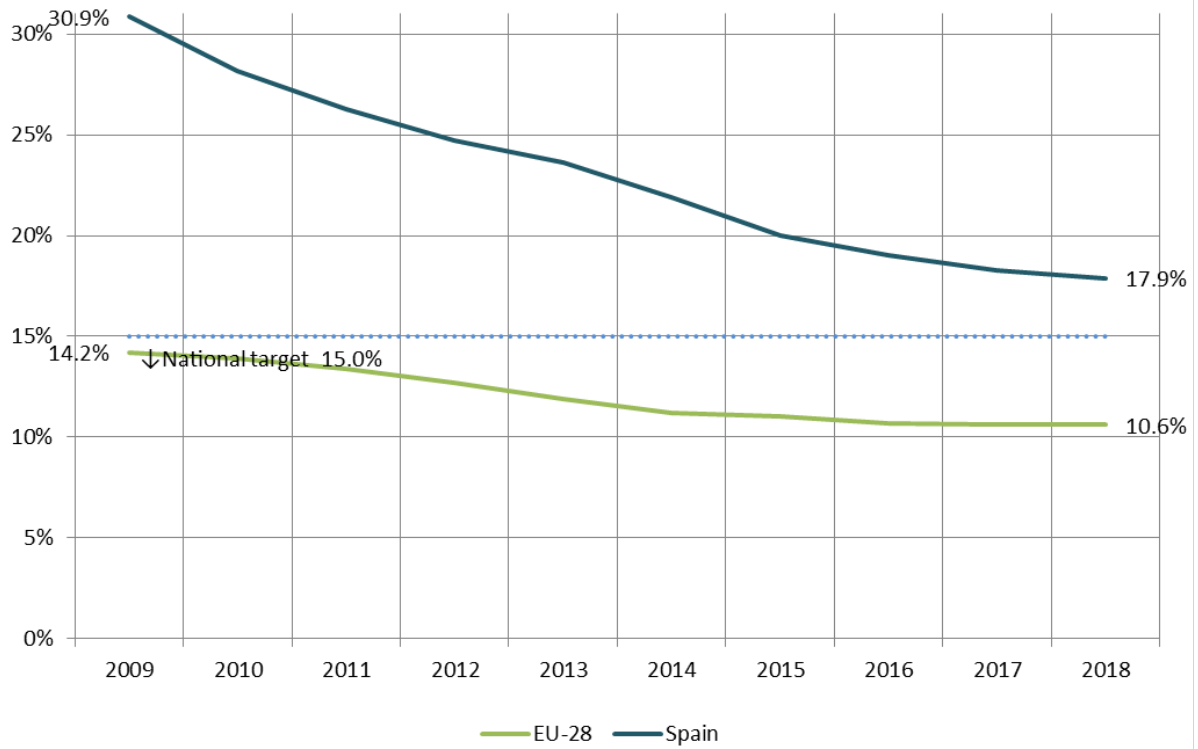
Female students generally prefer pathways in personal image, sociocultural and community services and health.

The maritime and fishing industry sector attracts only male students, which are also in the majority in transport and vehicle maintenance, electricity and electronics, metal working and information and communications technology.

#### 4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 30.9% in 2009 to 17.9% in 2018. It is still above the national target for 2020 of not more than 15%, and the EU-28 average of 10.6%.

**Early leavers from education and training in 2009-18**

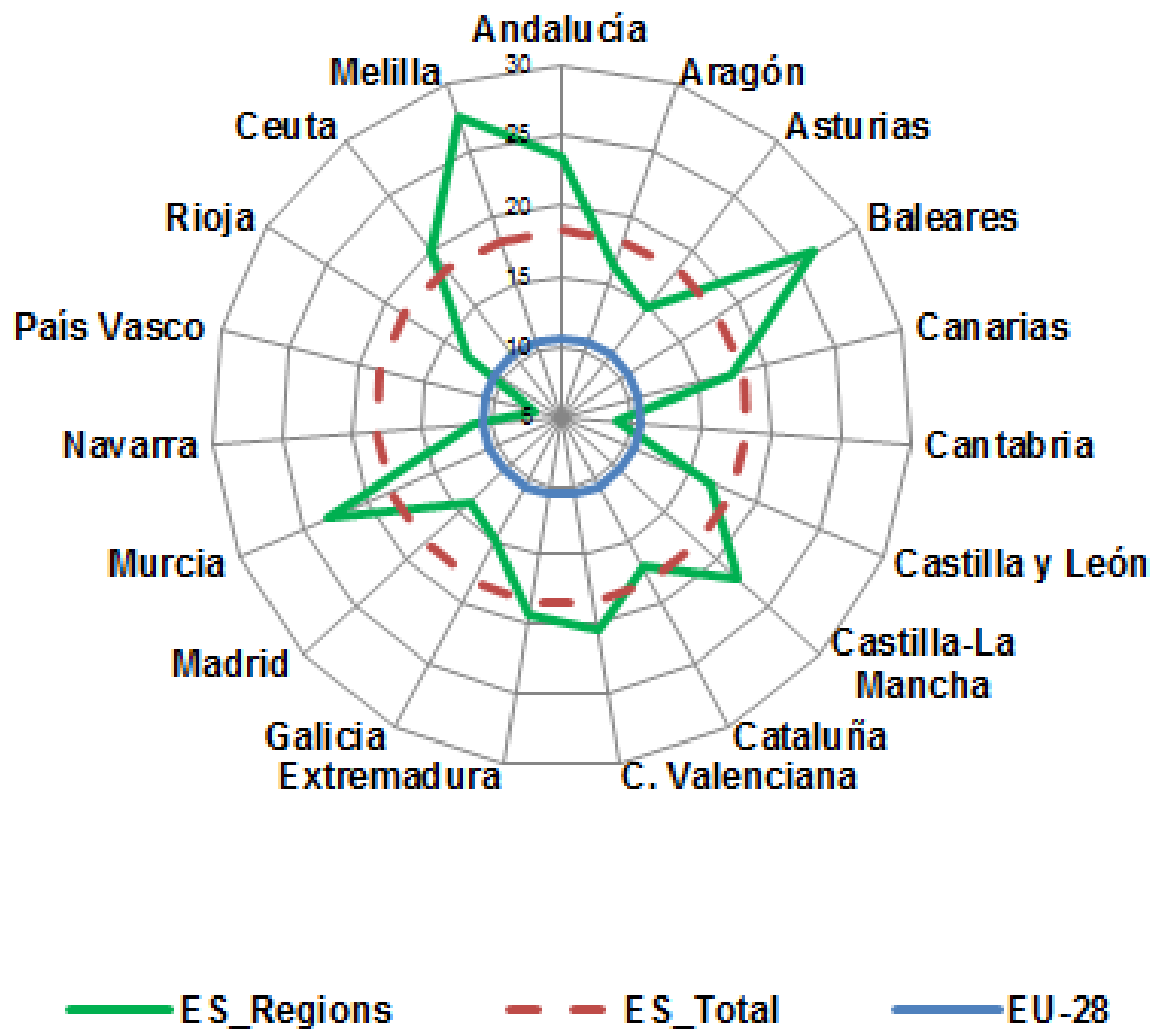


NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training.  
 Source: Eurostat, edat\_lfse\_14 [extracted 16.5.2019] and European Commission: [https://ec.europa.eu/info/2018-european-semester-national-reform-programmes-and-stability-convergence-programmes\\_en](https://ec.europa.eu/info/2018-european-semester-national-reform-programmes-and-stability-convergence-programmes_en) [accessed 14.11.2018].

Unemployment correlates with educational attainment. Since 2013, learner dropout from schools, among the 18-24 age group without at least a medium level qualification (upper secondary), has been a major concern for education and labour authorities. Basic VET programmes, introduced in 2014, aim to offer an attractive option for learners to remain in or return to education and training.

In 2018, the share of early leavers reached 17.9%, with a fall of 13 points in the last 10 years, though it did not reach the national target of 15% in over seven regions. It is lower among women and higher in the foreign population (35.8% compared to 15.9% among Spaniards).

Early leavers from education and training in the EU-28 and Spanish regions in 2017

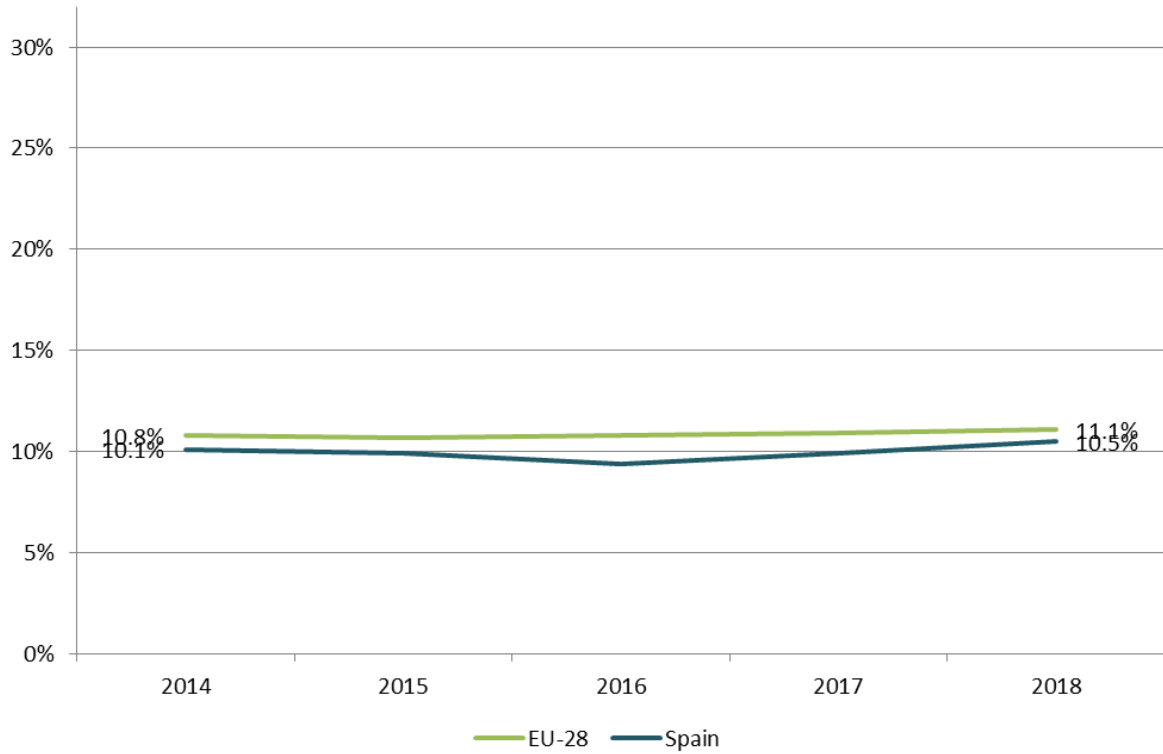


Source: ReferNet Spain, 2018.

#### 4.6 Participation in lifelong learning

Lifelong learning offers training opportunities for adults, including early leavers from education.

Participation in lifelong learning in 2014-18



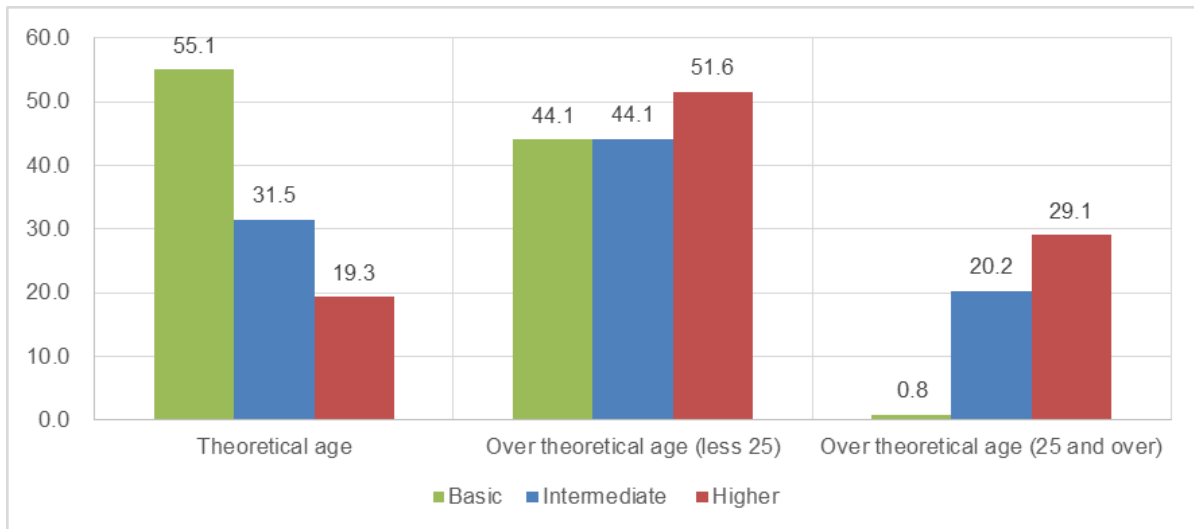
NB: Share of adult population aged 25 to 64 participating in education and training; break in series.  
Source: Eurostat, trng\_lfse\_01 [extracted 16.5.2019].

According to the latest national survey on the participation of the adult population in learning activities (16) , over 47% of the population between 18 and 64 years of age carried out some type of training activity (formal or non-formal) in 2016.

The share of people in lifelong learning aged 25 to 64 in 2018 is 10.5%, slightly below the EU-28 share (11.1%).

## 4.7 VET learners by age

Share of students by age and VET level in 2015/16 (17)



Source: ReferNet, 2018.

In formal education, two-year VET programmes are offered at all three levels to school-age learners; programmes are also accessible to adults:

- lower secondary basic VET (ISCED 353) programmes target learners over 15; mostly at risk of dropping out; most learners (55.1%) are within the theoretical age (18) , 44.1% are older (up to 24), while the share of people over 25 enrolled in basic VET is insignificant (0.8%);
- upper secondary intermediate VET (ISCED 354) programmes are for learners aged 17-18. Almost one third (31.5%) of learners are within the theoretical age, the majority are older (44.1% are up to 24 while 20.2% are over 25);
- higher VET (ISCED 554) programmes for learners 18-19. Their age distribution with respect to the theoretical age is 19.3% within the theoretical age, 51.6% are at most 24 and 29.1% are over 25.

These data reflect a trend to re-engage in education and training to upskill for employment.

- [17] Theoretical ages are those established by law and regulation for the entry and ending of a cycle of education. Theoretical ages may differ significantly from the typical ages.
- [18] Theoretical ages are those established by law and regulation for the entry and ending of a cycle of education. Theoretical ages may differ significantly from the typical ages.

## CHAPTER 5.

# VET within education and training system

The Spanish education and training system includes:

- early childhood (ISCED 0)
- primary education (ISCED 1), six years (6-12);
- compulsory lower secondary education (ISCED 2), four years (12-16);
- post-compulsory upper secondary programmes (ISCED 3) (19)
- higher VET programmes (ISCED 5);
- higher education academic programmes (ISCED 6,7,8).

Compulsory education includes six years in primary (6-12) and four years in lower secondary (years 12-16). The age of 16 is the end of compulsory education, irrespective of the level of education achieved, but students of lower secondary education can stay on till 18 in some cases, in order to achieve a qualification.

Formal education general and vocational programmes are regulated by the Ministry of Education and Vocational Training (hereafter: education ministry). VET programmes are offered at three levels:

- lower secondary basic VET (ISCED 353) programmes target learners over 15;
- upper secondary intermediate VET (ISCED 354) programmes for learners aged 17-18;
- higher VET (ISCED 554) programmes for learners 18-19.

To prevent early leaving from education and training, since 2014 basic VET programmes have been offered to learners at age 15 to gain skills and have the opportunity to complete lower secondary education (called ESO in the national context).

Initial VET programmes in the education system are mostly school-based at basic level; at intermediate and higher VET, more flexible learning forms are also possible (distance learning)

Outside the education system, for learners over 16, the Ministry of Labour, Migrations and Social Security (hereafter: employment authority) offers training programmes to acquire (credits of) competences (partial or full vocational qualifications) recognised by the State; these can be accumulated towards a professional certificate (CdPs) issued by the employment authorities or a VET diploma issued by the education ministry. Flexible learning forms (through e-learning platforms) allow learners to combine learning with personal and professional life.

### **Formal IVET (under the education remit)**

Following the 2013 education reform, basic VET programmes have been available since 2014 in the education system for learners at age 15, in parallel to general secondary programmes. The education team recommend these programmes to learners for whom they offer best option to complete their training and/or avoid early leaving, as well as those at risk of dropping out early. Learners follow a Two-year programme to acquire a basic vocational qualification and have the possibility, under some conditions, to obtain the end of lower secondary certificate (ESO diploma) which ends compulsory education. Direct access to intermediate VET is possible with or without the ESO diploma.

Formal VET programmes run on two other levels: upper secondary intermediate VET (ISCED 354) and tertiary higher VET (ISCED 554). They deliver VET qualifications (VET diplomas) that have academic and professional validity.

Education authority VET programmes are modularised and include compulsory workplace learning at the end of, or during, studies. Learners need to pass all modules to obtain the relevant qualification. However, modularisation allows partial certification and re-engagement from a lifelong learning perspective.

Artistic, sports and foreign language education have their own organisation and are considered 'specialised education'. Specific training programmes in arts and design and in sports are offered at ISCED levels 354 and 554 in schools, specialised according to the field of studies and level of education concerned. Foreign language education is organised according to the European Framework for learning, teaching and assessment of languages (CERF) (20) .

**Formal CVET (under the employment remit)** Formal vocational qualifications (professional certificates, CdPs) are also offered by the employment authorities to learners over 16; professional certificates are recognised by the State. These programmes can be delivered face-to-face or as blended learning. In the latter, the State public employment service uses experts' opinions to set the duration of instruction that will be provided in person according to the nature of the content or the need to use certain equipment or machinery. Learning which cannot take place via simulation must be completed in traditional learning settings, as must all final assessments.

### **Common characteristics of IVET and CVET qualifications**

Both types of formal qualification, VET diplomas and professional certificates, are expressed in learning outcomes (*resultados de aprendizaje o realizaciones profesionales*) and are modular in nature. They are based on occupational standards listed in the national catalogue of occupational standards (CNCP) (21) .

### **Learning forms (education authority VET):**

- school-based (full or part-time);
- dual VET (apprenticeship contracts or learning agreements) (22) ;
- face to face;
- distance learning.

The share of WBL varies from 50% to 65% depending on the level. Practical training takes place in school workshops, laboratories, simulations; a compulsory practical placement in a company (of average 400 hours, depending on the level) is included in all VET programmes/levels.

When the programme is delivered in dual VET (23) (24) , it may take the form of an apprenticeship contract (*contrato para la formación y el aprendizaje*) or a learning agreement. The programme duration may be extended from an original two years to three; in-company practical training covers 33% - 85% of the learning hours fixed in the qualification.

In case of dual VET without a contract, a learning agreement is to be signed between the company, the school and the learner. Participants have the status of student (no age limit applies) and may benefit from a scholarship, depending on the region. The agreement must comply with the prescribed working and training conditions set in the qualification, define the duration of the learning programme (two or three years) and the involvement of the company (minimum of 33% of the training hours fixed in the qualification, with a maximum share of 85%).

#### **Learning forms (employment authority VET):**

- face-to-face learning;
- distance learning through virtual learning environments (e-learning platforms) or blended learning (since 2015)
- dual VET (apprenticeship contracts) (25) .

In employment authority vocational training programmes, classroom-based learning in a training centre (workshops, laboratories, simulations, etc.) is combined with a compulsory practical placement in a company, of variable length depending on the programme content.

When the programme is delivered through a dual VET/apprenticeship contract (*contrato para la formación y el aprendizaje*) the classroom-based learning covers at least 25% of working hours in the first year and 15% in the second and third year.

#### **Adult learning**

Adult training provision is large and diverse, including literacy processes and basic education, training targeting integration into the labour market, and leisure activities. It comprises different types of provision and programmes offered by the education, employment and local authorities.

The education authorities offer specific programmes of basic education for adults (26) ; basic VET (ISCED 353) and intermediate VET (ISCED 354) programmes are also accessible to adults.

All post-compulsory education programmes are open to adults, including higher VET ISCED 554 programmes. These may or may not include flexible attendance arrangements to combine learning with personal and professional life.

The employment authorities organise a wide range of training actions for the unemployed with the aim of improving their employability and facilitating their integration into the labour market. This provision is integrated in the system of vocational training for employment, which includes other actions aimed primarily at employed workers. Unemployed people may also participate in some of these actions.

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[19] There are two main orientations, a general academic route and intermediate level VET. Other programmes in arts or sports are also included at this level but with a low rate of students.

[20] <https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr->

[21] *Catálogo Nacional de Cualificaciones Profesionales* (CNCP).

[22] See Section 7. Apprenticeship.

[23] Dual refers to all types of VET which combine work and learning with the aim to obtain vocational qualifications, which may or not take the form of an apprenticeship contract (*contrato para la formación y el aprendizaje*).

[24] Education authority dual VET: <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual.html>

[25] See Section 7. Apprenticeship

[26] Primary and secondary education.

## CHAPTER 6.

# Apprenticeship

### Dual VET

The dual principle, introduced by the Royal decree of 1529/2012 (27), has been implemented nationally to increase VET attractiveness and support young people in transition to the labour market with territorial differences in its implementation. It refers to all types of VET which combine work and learning with the aim of obtaining vocational qualifications, which may take the form of an apprenticeship contract (*contrato para la formación y el aprendizaje*) in education or employment authority VET programmes), or without a contractual labour relationship (only in education VET programmes).

Since 2016, apprenticeships must be linked (28) to a VET programme leading to an official qualification, issued by the education authorities (VET diplomas) or the employment authorities (professional certificates, *Certificados de Profesionalidad*, CdPs). Training not leading to qualifications/certificates has since been discontinued, unless it is complementary to the qualification programme undertaken by the apprentice.

Dual VET (29) is delivered through apprenticeship contracts or other alternance schemes. Different dual vocational training development models coexist, depending on the greater or lesser participation of the company in the training activities, from training exclusively in the training centre to exclusively in the company.

### The apprenticeship contract

This type of contract (*contrato para la formación y el aprendizaje*) can be signed by 16 to 25 year-olds (or up to 30 until youth unemployment decreases) with low-level qualifications (30), for one to three years. There is no age limit for people with disabilities or who experience social exclusion.

The salary is set by collective agreement in proportion to the actual working time and cannot be lower than the minimum wage. The effective working time (work-based learning), compatible with that dedicated to training activities, cannot be more than 75% of the maximum working time during the first year, or 85% during the second and third years. The remaining share to complete the VET programme (respectively 25% and 15%) is dedicated to theoretical learning in classroom-setting.

The use or not of apprenticeship contracts depends, apart from the learners' age, on factors such as the regional regulation, which affects how dual projects (see below) are to be set in their territorial scope, or the company willingness.

Unemployed people with no formal qualifications hired through a training and apprenticeship contract benefit from a 100% reduction in social security contributions, total social protection and unemployment benefit

Companies turning apprenticeship contracts into permanent ones (at least three years) benefit from incentives (EUR 1 500 or EUR 1 800 for women). In the case of workers enrolled in the National youth guarantee system, this incentive, in the same percentages, will consist of a bonus.

### Dual projects in formal VET (learning agreements)

Learners participating in dual VET projects within the education system (31) may hold an apprenticeship contract, but most frequently they sign learning agreements (32).

In the case of dual projects, participating VET providers must be authorised to offer dual VET, must have signed an agreement with companies within each specific industry, and their dual VET projects are to be carried out in a productive environment which complies with all suitable requirements for its implementation.

Some of the main features of learning agreements are that:

- the company will participate in a minimum of 33% of the training hours fixed in the qualification. The maximum share is 85%;
- the duration of the learning programme can be extended from the usual two years to three;
- learners may undertake the practical in-company placement only after having completed the first part of the programme in a training centre. Each region has different regulations on when the placement can start;
- student assessment is the responsibility of teachers at the school or VET institution, considering the opinion of in-company tutors and trainers and work performance.

The improvement and increase in dual projects in intermediate and higher VET programmes has meant growth in the number of students, training centres and companies involved in dual VET since 2012/13. However, dual projects are still a minority compared to classroom VET programmes. In the 2016/17 school year, those enrolled in education authority dual VET only represented 3% of total VET students.

The alliance for dual training (*Alianza para la FP Dual*) (33) is a private initiative and an active State-wide network of institutions, research centres and companies, in place since 2015; it has been supporting implementation of dual VET in some regions, especially in education authority VET programmes.

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

[27] Royal Decree 1529/2012 of 8 November 2012 settling the apprenticeship contract (*contrato para la formación y el aprendizaje*) and the basis for dual training.

[29] <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual.html>

[30] People with no university, higher (ISCED 554) or intermediate (ISCED 354) VET qualification or equivalent.

[31] <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual/fp-dual-en-sistema-educativo.html>

[32] See Section 6. VET within education and training system.

[33] <http://www.alianzafpdual.es/>

# CHAPTER 7.

## VET governance

### Legislation

The VET system is governed by Act 5/2002 on qualifications and vocational education and training (LOCFP) (34) . This covers the training programmes included in initial and continuing VET, to enable skilling, upskilling and reskilling.

Education in Spain, including VET, is regulated by the 2006 Education Act (LOE) (35) and the 2013 Act for the improvement of education quality (LOMCE) (36) . Some measures for full implementation of the LOMCE law are pending.

Act 30/2015 (37) regulates vocational training for employment; implementation of the new framework created is still under development.

### Governance

The Ministry of Education and Vocational Training is responsible for national IVET policies, quality of IVET programmes and curricula.

The Ministry of Labour, Migrations and Social Security sets the policies for vocational training under its remit. The aim is to (up)skill and retrain the unemployed and employees, and to support employability matching skills with the needs of the local economy.

Implementation of VET policies is managed by the regions, which may shape (up to 35-45% of) IVET curricula based on local/territorial needs.

### Implementation - advisory bodies

#### Main bodies involved in education:

- at national level, the General Council for Vocational Training (38) is the Government advisory body on VET policy; it comprises representatives of education and employment authorities (at national and regional levels) as well as social partners (enterprises and trade unions);
- the National Education Council (39) is the education ministry advisory body publishing annual reports with recommendations for policy setting;
- the sectoral education conference, made up of the minister of education and the relevant councillors of each region, may be held several times per year to coordinate education at national and regional levels.

#### Main bodies involved in vocational training for employment:

- the General council for the national employment system (Consejo General del Sistema Nacional de Empleo) is the main consultative and participatory body for public authorities and social partners. In particular for VET issues, it carries out its functions through the training for employment State commission (Comisión estatal de formación para el empleo);
- the sectoral conference on labour affairs (Conferencia Sectorial de Empleo y Asuntos Laborales) is the general instrument for coordination and cooperation between the central Government and the regions in employment policy. One of its functions is to distribute available funds between the regions;
- the State foundation for training in employment (Fundación Estatal para la Formación en el Empleo - Fundae) (40) is a public body comprising the State general administration, the regions and the most representative business and trade union organisations. It provides technical support to the State public employment service (SEPE), and to the labour ministry in the strategic development of the system of vocational training for employment in the work sphere.
- joint sectoral structures (41) made up of the representative business and union organisations in each relevant sector (42) . Their main task is to anticipate training needs and propose sectoral training based on their knowledge of the real productive environment; however, until Act 30/2015 is fully developed and provisions specifying their duties and ways of operating are defined, the joint sectoral commissions are still functioning.

Active labour market policies are agreed in the framework of the sectoral conference on labour affairs. The framework, coordination and implementation of these policies are based on three instruments: the Spanish strategy for employment activation, the annual plans for employment policy (43) and the information system for public employment services. Regional public employment services (44) design and manage their own policies based on this common framework, with a commitment to transparency, evaluation and results orientation.

Different types of institutions provide vocational training (45) :

- publicly-funded vocational training integrated institutions, which have autonomy regarding their organisation and management;
- publicly-funded institutions offering vocational training;
- national reference institutions, specialised in the different productive sectors, which are responsible for innovation and experimentation in vocational training. They may be owned and managed by different authorities;
- public institutions of the national employment system (46) ;
- private authorised institutions of the national employment system offering vocational training for employment;
- business organisations and trade unions, as well as other bodies benefiting from various funding schemes;
- companies developing training actions.

### Non-formal training CVET providers

Companies carrying out training activities (not leading to a State-recognised qualification) for their staff can hire external training providers or provide the training themselves. Funding for such activities comes mainly from business and worker contributions, collected and distributed countrywide. 70% of all companies that organised training for their employees in 2017 are micro SMEs with less than 10 employees (47) .

There are subsidised training schemes (mainly through open calls for proposals) for different types of training activity for the (un)employed at no cost to learners (sectoral, cross-sectoral programmes for the (un)employed, public employment services training schemes for the unemployed).

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[38] Consejo General de la Formación Profesional (CGFP).

- [39] Consejo Escolar del Estado.
- [40] Fundae: <https://www.fundae.es>
- [41] Fundae - Comisiones paritarias sectoriales: <https://www.fundae.es/Observatorio/Pages/Queson.aspx>
- [42] They were redefined by Act 30/2015 in replacement of the joint sectoral commissions in place since 1993.
- [43] *Plan anual de política de empleo* (PAPE).
- [44] PES.
- [45] Integrated centres and private institutions can provide training programmes leading to both types of VET qualification (VET diplomas and professional certificates, issued, respectively by the education and employment VET authorities). VET providers per type of qualification are listed in each VET programme section.
- [46] The SEPE (State Public Employment Service) and the Public Employment Services of the Autonomous Regions conform to the National Employment System – a group of structures, measures and actions needed to promote employment policies. The most representative business organisations and trade unions are also involved.
- [47] More info at: Fundae (2019). *Training for employment: key findings 2018*.  
<https://www.fundae.es/Observatorio/Documents/Estad%C3%ADstica/Key%20findings%202018.pdf>

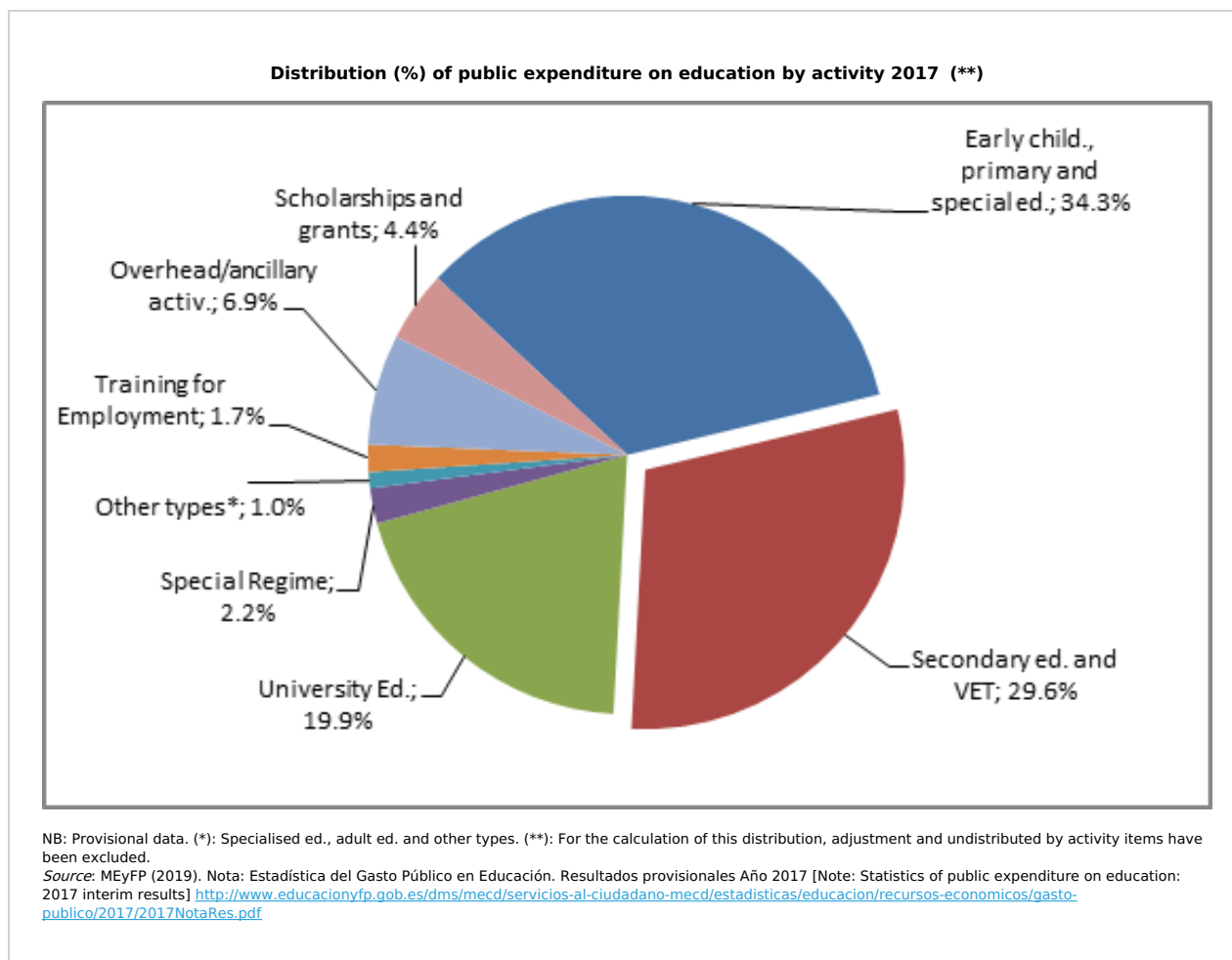
## CHAPTER 8.

# VET financing mechanisms

Formal VET is mostly State-financed.

In education authority VET, most VET providers are public or publicly-funded; only one in four learners attends a private VET centre. Training centres which are 100% private do not receive public funds. Training always leads to a formal VET qualification (VET diplomas).

Qualifications in training for employment are delivered by private or public centres (integrated centres, national reference centres) accredited for each qualification. In some cases, providers can apply for public funds to cover expenses, with a cost limit per hour/per participant for each course leading to a formal VET qualification (professional certificates, CdPs).



Employment authority VET is funded mainly by contributions by companies and workers to social security (48) .

Funding for State-wide training schemes for the employed is managed by the State foundation for training in employment (49) together with the State public employment service (50) . At regional level, training schemes are managed by the regional labour authorities. The national institute of public administration (INAP) manages training for civil servants.

Following the 2015 reform (51) , only authorised training providers are allowed to receive funds for training leading to State-recognised vocational qualifications. Therefore, employers' organisations, trade unions and other organisations may deliver training under the condition that they are accredited or registered as 'other training providers'.

### Governance and target groups - Employment VET

Training schemes	Type	Governance and target audience	2017 budget (€)
Supply schemes	Subsidised training schemes	Regions, SEPE and Fundae	326 428.310
		Employed and unemployed workers	
		INAP	58 133.170
	Public employees		
	Training actions for unemployed workers	Regions and SEPE	634 316.170
		Employed and unemployed workers	
Demand schemes	Training at private companies	Private Companies	632 888.320
	Individual Training Leaves	Employed workers	
	Training and apprenticeship contracts (school based learning part)	SEPE	90 846.009
		Unemployed workers	
	Employment-Training Schemes	Regions and SEPE	279 406.50
		Unemployed workers	

Source: SEPE (2018). *Informe Anual 2017 [Annual report 2017]*.

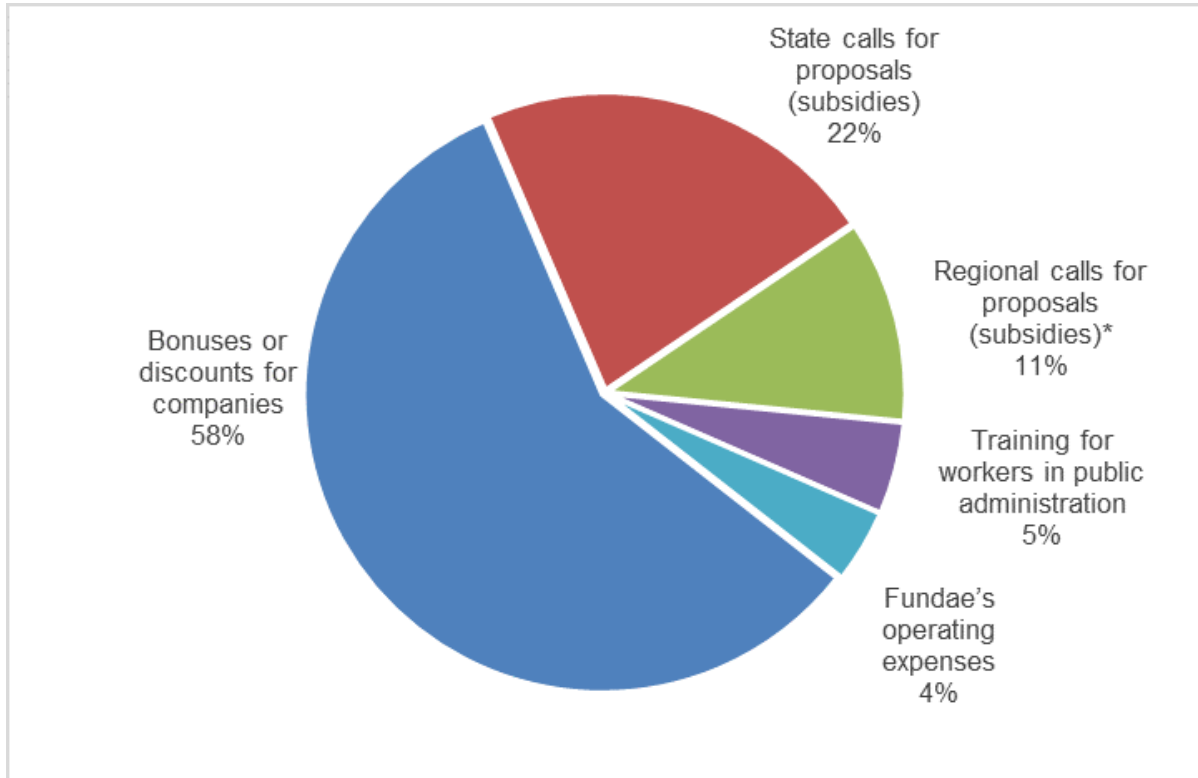
[https://www.sepe.es/SiteSepe/contenidos/que\\_es\\_el\\_sepe/publicaciones/pdf/pdf\\_sobre\\_el\\_sepe/informe\\_anual\\_2017.pdf](https://www.sepe.es/SiteSepe/contenidos/que_es_el_sepe/publicaciones/pdf/pdf_sobre_el_sepe/informe_anual_2017.pdf)

Funds allocated for vocational training for employment come mainly from the State budget, through the training levy that all private companies must pay as part of the social security contribution. This is calculated by multiplying by 0.70% company contributions for common contingencies and worker contributions to social security; 0.60% is provided by the company and the remaining 0.10%, by the worker. Other contributions come from SEPE and the regions. Training actions may be jointly financed through the European Social Fund or other European funding.

These funds are allocated to different funding schemes, providing training free of charge for the unemployed and employees:

- training organised by companies for their employees (*formación programada por la empresa*);
- subsidised training schemes through open calls for proposals, such as sectoral and cross-sectoral training programmes for the (self-)employed, including those working in the social economy (cooperatives) (*planes de formación intersectoriales, sectoriales, autónomos, y economía social*);
- subsidised training schemes for the unemployed, including 'training plans' (*planes de formación*) aimed at meeting needs identified by the public employment services and specific training programmes. These are funded through open calls for proposals;
- other training initiatives, such as individual training leave (*permisos individuales de formación*, PIF), alternance training (*formación en alternancia*), civil servant training, training in prisons, among others. The way in which these initiatives are funded varies.

**Allocation of funds according to training initiatives for employees in 2018**



NB: (\*) Ceuta and Melilla's budget have been included in in the regional calls for proposals although managed by the State Foundation for Training in Employment (Fundae).

Source: Fundae (2019). *Key findings 2018*. Updated March 2019.

<https://www.fundae.es/Observatorio/Pages/Balance-de-resultados.aspx>

[48] The vocational training levy is calculated by multiplying by 0,70% company contributions for common contingencies and worker contributions to Social Security; 0,60% is provided by the company and the remaining 0,10%, by the worker.

[49] Fundae.

[50] Servicio Público de Empleo Estatal (SEPE).

[51] <http://www.cedefop.europa.eu/en/news-and-press/news/spain-government-approves-reform-vocational-training>

## CHAPTER 9.

# Teachers and trainers

## 9.1 VET teacher types

The 2006 Education Act and the 2013 Act for the improvement of educational quality (52) regulate State-wide requirements for teaching staff, initial and continuing professional development (CPD), and the conditions for recognition, support and value of VET teachers. The same requirements apply for all secondary non-university education.

The main categories of VET teachers and trainers are:

### In education authority VET programmes

- secondary school teachers;
- technical vocational teachers;
- when necessary, experts in different professional sectors and in-company trainers (trainers/tutors involved in practical training modules at workplaces) can participate in training delivery.

### In employment authority vocational programmes:

- trainers/instructors, teaching theoretical technical content;
- technical teachers, providing vocational technical and practical content in situations closer to the reality of work;
- in-company trainers/tutors.

### Formal requirements for VET teachers in formal education:

VET teachers must:

- hold a university degree (ISCED 6);
- hold a master degree (university master degree in teacher training);
- undergo an internship at an education centre;
- in public education, teachers have the status of civil servants, and need to pass a complex selection process to acquire such condition.

In-company trainers are experienced professionals who guide, monitor and assess apprentices; there are no formal teaching requirements for in-company trainers.

### Formal requirements in the employment sphere

Requirements for trainers/instructors depend on the type of training to be provided. In the case of training linked to the national catalogue of occupational standards (CNCP), each professional certificate regulation sets the academic and teaching qualifications and experience that trainers must meet for each training module.

Trainers must generally hold a higher qualification than the one they are delivering, at least one year of experience, and some qualification on teaching methodology for adults.

In the case of training specialities not linked to the CNCP, requirements for trainers are set in terms of qualifications, professional experience and teaching competence.

## 9.2 Continuing professional development of teachers/trainers

Continuing professional development (CPD) is a right and a professional duty.

Education acts (LOE and LOMCE) (53) set a series of guidelines for CPD. The education authorities are responsible for planning, organising and recognising continuing professional development within their scope, providing teachers with a wide range of activities. The education ministry, through the National Institute for Education Technologies and Teacher Training (INTEF), offers permanent State-wide training programmes via agreements with other institutions. Autonomous regions, at regional level, also offer continuing professional training for teachers.

Teachers' continuing professional development is associated with career and wage progression. A grading system takes into account training and work experience for regional and national mobility; and financial benefits (supplement for lifelong learning every six years worked cumulatively). Regional education authorities may run annual training plans (training plans are not compulsory in all regions) to organise continuing professional development activities in their territory.

The National Institute of Education Technologies and Teacher Training (54) is developing interactive and multimedia digital education resources (including professional training) in collaboration with the regions, to support social networking, integration of ICT in non-university education, and teachers' digital skills. The digital competence passport allows teachers to measure and monitor ICT skills development.

In both the education and the employment strands, the national reference centres (55) play a key role in teacher and trainer continuing professional development activities. They offer face-to-face training courses that aim to improve methodological and technical skills and support innovation in priority areas. The main beneficiaries are VET teachers, in-company trainers and other experts/professionals from the sectors involved in employment authority training programmes.

To improve the quality of the training offer, the national reference centres (CRNs) develop guidelines and reference guides for teaching and training staff on how best to teach and assess learning outcomes taught in professional certificate programmes.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers (56) .

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[52] LOMCE

[54] INTEF

- [55] Centros de Referencia Nacional (CRN): <https://www.sepe.es/HomeSepe/Personas/formacion/centros-de-referencia-nacional/centros-referencia-nacional.html>
- [56] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>

## CHAPTER 10.

# Shaping VET qualifications

## 10.1 Anticipating skill needs

The 2015 reform of vocational training for employment (57) , put the employment ministry, through the observatory of the public State employment service (SEPE), in charge of research and detection of training needs. The observatory works in coordination and cooperation with the autonomous communities, (via the sectoral conference on employment and labour issues), and the social partners (via the general council for the national employment system).

Skills anticipation in Spain takes place at different levels and in different bodies, involving substantial stakeholder/social partner engagement. Labour market and skills analysis is primarily based on data from

- labour force survey (LFS) statistics;
- administrative data on employment;
- registered unemployment data collected by employment authorities;
- ad hoc surveys carried out by public or other institutions; these may take a sectoral or more general approach;
- the alert network of the professional observatory of the National Qualifications Institute.

These sources are used to monitor the labour market and quantify past trends to provide insight on how employment is changing.

Education and employment authorities, at national and regional levels, have their own services for monitoring labour market trends and qualifications evolution. Regular graduate tracking measures are established at regional level, without a structural approach at national level.

A collaboration agreement on reciprocal data exchange on VET graduates was signed in 2017 between the ministries of education and social security to allow tracking and analysis of their employability. A new survey on learner transition from education and training to the labour market (58) is being prepared. It focuses on the referral course 2013-14 targeting dropouts from lower secondary (ESO); lower and upper secondary (ESO and baccalaureate, respectively), intermediate VET and higher VET graduates (59) .

Other State-wide institutions monitor skill needs and trends:

- the National Institute of Qualifications (60) has its own observatory (61) . It monitors needs for new occupational standards in all 26 professional branches and updates the national catalogue, in cooperation with sectoral and territorial observatories;
- the State public employment service (62) has an Observatory of Occupations (63) . It publishes reports on existing and future training needs, job offers' profiles and labour market evolution and trends. It also publishes sectoral studies, using quantitative and qualitative techniques and constantly updated social and occupational indicators;
- the national reference centres (CRNs) as centres of innovation and experimentation in productive sectors, address changes in the demand for qualification. They liaise with business and union organisations and universities, and establish benchmarks for common use within the network.

The 2015 reform of vocational training for employment (64) foresees the development of multi-annual skills anticipation every three years for planning the vocational training system initiatives, in line with the Spanish strategy for employment activation. It will involve the most representative business and trade union organisations, the regions, sectoral joint structures and other organisations (for self-employed workers and entities of the social economy). Other ministerial departments, observatories and experts may also collaborate (65) .

See also Cedefop's skills forecast (66) and European skills index (67)

See also national forecast and identification of training needs reports produced by the State public employment service (SEPE) (68) .

## 10.2 Designing qualifications

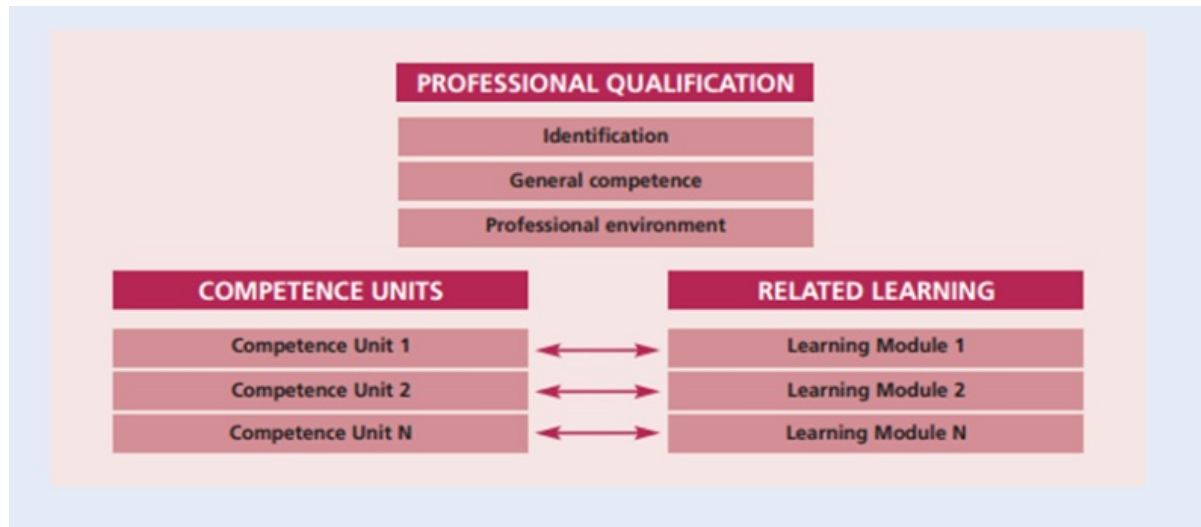
Stakeholders are involved in designing and updating VET qualifications in line with labour market needs. They develop occupational standards in all sectors of the economy; these make up the national register (CNCP) (69) and are used as reference for designing and updating VET programmes and qualifications (70) .

### Occupational standards

The backbone of VET is the national catalogue of occupational standards (CNCP) (71) , which comprises the most important occupations organised in 26 sector branches. It currently has 668 occupational standards on three levels, according to the degree of complexity, autonomy and responsibility necessary to carry out a work activity (72) .

Occupational standards (73) , consist of a set of competence units (UCs) reflecting the expected performance of a job holder in the respective occupation. A competence unit is defined as 'the minimum set of professional skills that can be partially recognised and certified'. Each competence unit is associated to a learning module, which describes the necessary learning (knowledge, skills and competences) required to achieve that unit. The learning specifications are expressed as capacities (learning outcomes) and their related assessment criteria, as well as the contents leading to the achievement of those capacities. The capacities to be completed in a real working environment are also identified.

### Structure of occupational standards



Source: INCUAL.

Occupational standards are used by the education and employment authorities to design VET qualifications: VET diplomas and professional certificates (CdP).

- VET diplomas are composed of a set of these occupational standards (74) ;
- a single occupational standard is used for each professional certificate (75) .

As stated in Act 5/2002, the Government establishes the equivalences and recognition between VET diplomas (issued by education authorities) and professional certificates (issued by employment authorities) through competence units.

The national institute of qualifications (76) is responsible for defining, drawing up and updating the national catalogue of occupational standards (CNCP) and the corresponding competence units and learning modules, in active cooperation with VET stakeholders (77) . Regions have an active role in the development of some professional branches according to their productive context; this is the case for Galicia in the maritime and fishing industry (MAP) or for País Vasco in metalworking (FME).

Experts from the 26 professional branches, covering both the productive and training sectors, work together to define the occupational units of competence and the standards of the reference profiles in the production system. A competence unit is then described in terms of the professional tasks that skilled workers do.

Updating and reviewing all vocational qualifications is continuous and starts with standards older than 5 years or when the changes in the production sectors make it advisable to update before five years. This process involves all parties, including experts from companies and VET institutions, as well as an external validation of the revised occupational standards, based on current labour market needs analysis in terms of skills supply and demand in all sectors and professional branches. INCUAL collects information through various channels using qualitative and quantitative approaches and VET qualifications are updated accordingly. New occupational standards are created based on identified emerging professional profiles.

National reference centres (CRN) are in charge of planning and carrying out activities for innovation, experimentation and training, which serve as a point of reference for the whole national system of qualifications and vocational training for the development of VET.

Recently, INCUAL has improved its observatory and created an early warning system network, with different stakeholders, to identify prospective trends and changes in professional profile requirements and to draw up and, if necessary, modify the occupational standards.

#### **VET diplomas (education authority VET)**

These are based on the occupational standards included in the CNCP. They are offered at basic, intermediate and higher levels, have an academic and professional value and signify both an education level and the professional qualification obtained. They are accessible to learners enrolled to basic, intermediate and higher VET programmes.

A working group of educational and technological experts, drawn from the related productive sector and different regions, work together to design and draw up each diploma programme. Educational experts are usually teachers or trainers in the same professional field. Several consultation rounds take place before a VET qualification is approved by the Government and all interested groups and institutions can express their considerations (78) . All main advisory bodies are involved in the process:

- the sectoral education conference;
- the general council for vocational training (CGFP),
- the national education council;
- when other authorities have responsibilities in the occupation or professional fields to which the curriculum of the diploma programmes refers, their favourable report is a prerequisite for approval and publication in the official gazette (BOE).

VET diploma programmes, defined according to learning outcomes, are approved by royal decrees for 55-65% of national curricula, ensuring the validity and the consistency of the qualifications nationally. Between 45 and 35% of the curricula contents are settled at regional level, according to the socioeconomic characteristics of the immediate environment. These royal decrees also establish the facilities, equipment

requirements for VET providers, assessment criteria and teacher requirements for each VET diploma programme.

VET diploma programmes consist of different modules: some are linked to occupational standards (the occupations covered by the diploma) while others ease access to employment such as business and entrepreneurship (*Empresa e iniciativa emprendedora*) or professional training and guidance modules (*Formación y orientación laboral, FOL*). Personal and social skills are also covered transversely in all modules making up the curriculum of VET in the education system.

Starting in 2015, VET diploma programmes are being updated and adapted to the requirements of the productive sectors (79), including and reinforcing the eight key competences in a cross curricular way. Currently, there are 170 different Diplomas (80):

- 34 in basic VET (*Título profesional básico*) (ISCED 353)
- 62 in intermediate VET (*Título de Técnico*) (ISCED 354)
- 92 in higher VET (*Título de Técnico Superior*) (ISCED 554)

**Professional Certificates (employment authority VET) [(81)]**

Professional Certificates (CdPs) are State-recognised vocational qualifications issued by the employment authorities. They are based on occupational standards and are developed and updated by the State public employment service (SEPE), with the cooperation of the national reference centres. SEPE also produces teaching and assessment guides (82).

A common curriculum is set for each, regardless of the region and irrespective of the type of training programme (full-time, e-learning), based on the standards set in the national catalogue of occupational standards (CNCP). Whenever an occupational standard or competence unit changes or is updated, the relevant CdP is also reviewed and changed accordingly.

Professional certificate programmes are organised in three levels, level 1 being the most basic and level 3 the most complex. They have a modular structure with learning outcomes, assessment criteria and contents and guidelines for providers which are fully employment-oriented. Each professional certificate also includes a compulsory on-the-job training module (*módulo de formación práctica en centros de trabajo*) whose learning outcomes must be assessed in the workplace. The total duration of the professional certificate programmes (83) varies, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year. The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, ranging from 5% to 52% of the total workload of the training programme.

**Features of the 583 CdP learning programmes listed in the national catalogue of occupational standards (CNCP)**

Professional Certificates (CdP) by level	Total number of certificates	Total duration (range of hours by CdP)	Range of hours for on-the-job training module
CdP Level 1	77	200-540 hours	
CdP Level 2	252	180-920 hours	40-160 hours
CdP Level 3	254	240-1110 hours	

Source: ReferNet, based on results from SEPE’s search tool of training specialities [accessed 24.10.2018].

To adapt training programmes to the target audience, employed or unemployed workers, the workload of the training modules (*Módulos formativos*) associated with competence units (*UCs*) lasting 90 hours or more is split into shorter training units (*unidad formativa, UF*), with a minimum of 30 hours, based on an analysis of the competences with which they are associated.

Before their publication in the official gazette, all professional certificates undergo consultation with education and employment bodies: the general council for vocational training (CGFP), the training for employment State commission and the sectoral conference on labour affairs.

Professional certificates have a double effect: they set out training programmes and award a vocational qualification. As the competence unit is the minimum unit to be certified, it is possible to gain partial credits for a professional certificate.

Professional certificate programmes can be delivered face-to-face or as blended learning. In the latter, the State public employment service uses experts’ opinions to set the duration of instruction to be provided in person according to the nature of the content or the need to use certain equipment or machinery. Learning which cannot take place via simulation must be completed in traditional learning settings, as must all final assessments.

Holding a professional certificate indicates the ability to work in a particular field, in line with the classification of occupations, and guarantees the necessary vocational training, although it does not regulate professional activities (this is done by the relevant body in that profession).

- [57] Act 30/2015 regulating vocational training for employment.
- [58] Encuesta de Transición Educativo-Formativa e Inserción Laboral (ETEFIL).
- [59] Results from previous ETEFIL round can be found at <https://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/mercado-laboral/transicion/encuesta-2005.html>
- [60] Instituto Nacional de Cualificaciones (INCUAL).
- [61] <http://incual.mecd.es/observatorio-objetivos-y-funciones>
- [62] SEPE
- [63] <https://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio.html>
- [64] Act 30/2015 regulating vocational training for employment.
- [65] For further information, please check Skills Panorama (2017). *Skills anticipation in Spain*. Analytical highlights series. [https://skillspanorama.cedefop.europa.eu/en/analytical\\_highlights/skills-anticipation-spain](https://skillspanorama.cedefop.europa.eu/en/analytical_highlights/skills-anticipation-spain)
- [66] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [67] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [68] <http://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio/necesidades-formativas.html>
- [69] *Catálogo Nacional de Cualificaciones Profesionales* (CNCP).
- [71] *Catálogo Nacional de Cualificaciones Profesionales*.
- [72] <http://incual.mecd.es/bdc>
- [73] *Cualificación Profesional*, in the national context.
- [74] This set consists of several occupational standards, encompassing all or some of their UCs.
- [75] In some exceptional cases, an occupational standard has given rise to two CdP programmes.
- [76] Instituto Nacional de las Cualificaciones (INCUAL).
- [77] Organisations in the General council for vocational training.
- [78] See the webpage on new diplomas (drafts) on the official website of the Ministry of Education. [TodoFP.es: nuevos títulos \(LOE\); borradores: http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/nuevos-titulos/borradores.html](http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/nuevos-titulos/borradores.html)
- [79] In 2018, five new diplomas were approved: Access and conservation in sports facilities (basic VET); Assembly of structures and installation of aeronautical systems; Recreation boat maintenance technician; Maintenance of wooden structures and furniture of pleasure boats and Food marketing (the last four at intermediate VET level).
- [80] For further info on VET diplomas, see the Ministry of Education's website on guidance and VET: [TodoFP.es](http://www.todofp.es/que-como-y-donde-estudiar.html) - Qué, Cómo y Dónde estudiar: <http://www.todofp.es/que-como-y-donde-estudiar.html>
- [81] Certificados de Profesionalidad (CdPs).
- [82] <https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad/guias-aprendizaje.html>
- [83] In July 2014 the national repertoire of professional certificates (Repertorio Nacional de Certificados de Profesionalidad - RNCP) was finalised with 583 different programmes referred to the different CNCP's qualifications in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP).

## CHAPTER 11.

# Quality assurance

Education and labour authorities establish, by mutual agreement and previous consent of the General Council for Vocational Education and Training, the basic quality indicators and requirements for education and training based on the national catalogue of occupational standards (CNCP).

The education system subscribes to a process of quality assurance (84) covering all aspects of education activities. Two differentiated means are used in support:

- inspection of the education system (including VET) organised between the State and regional education authorities;
- evaluation of the education system, including assessment of school performance and teaching staff performance.

Quality assurance in education authority VET is threefold:

- state-level;
- regional level, by the autonomous communities;
- local level, by education institutions.

Since 2000, the evaluation institute of the education (INEE) (85) , in collaboration with the regions, uses statistical indicators to run annual assessments; the results drawn are used for policy decision making. The process is in line with the European quality assurance reference framework (EQAVET).

At the end of each year schools evaluate results obtained to see if they are satisfactory and if the training offered is aligned with local socio-economic needs.

An integrated information system is in place in vocational training for employment. It collects complete and up-to-date information on the training activities funded by public calls throughout the State and is used for assessing the effectiveness of vocational training for employment.

The 2015 reform (Act 30/2015) provides quality assurance mechanisms, coordinated by the State public employment service (SEPE). These are:

- evaluation of training actions and schemes, run by the State public employment service (SEPE) together with regional bodies and social partners through:
  - ex-ante evaluation aiming to identify training needs and objectives;
  - ex-post evaluation, through use of indicators to monitor efficiency, results and areas for improvement;

Funds are allocated to sectoral joint committees to develop annual plans and recommendations;

- evaluation of public calls to fund training actions:
  - periodic ex-post evaluation of training initiatives by independent external bodies;
  - evaluation of subsidised training impact for beneficiaries (usually, the unemployed and employees);
- quality evaluation of training activities for employment, which includes a satisfaction survey of beneficiaries (86) . Training providers support assessment processes for the training they provide.

A 2018 study (87) analyses the elements that impact on the quality of trainers and tutors in training actions not linked to State-recognised qualifications (professional certificates, CdPs) financed by the 2013-14 public call.

Accredited VET centres delivering CdP programmes have to submit a training project including the didactic planning and assessment of each training module making up the certificate. Training providers are monitored by the public employment services to verify conformity with the requirement of the order establishing a professional certificate programme; whether face-to-face, e-learning or part of dual training. This may include visits to training providers to gather physical evidence and testimonies about their implementation.

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[84] <http://incual.mecd.es/calidad-y-evaluacion-del-sistema>

[85] Instituto Nacional de Evaluación Educativa (INEE): <http://www.mecd.gob.es/inee>

[86] <https://www.fundae.es/Observatorio/Pages/Instrumentos.aspx>

[87] <https://www.fundae.es/Observatorio/Pages/informes-de-Evaluaci%C3%B3n.aspx> <https://blog.fundae.es/?s=formadores>

## CHAPTER 12.

# Validation of prior learning

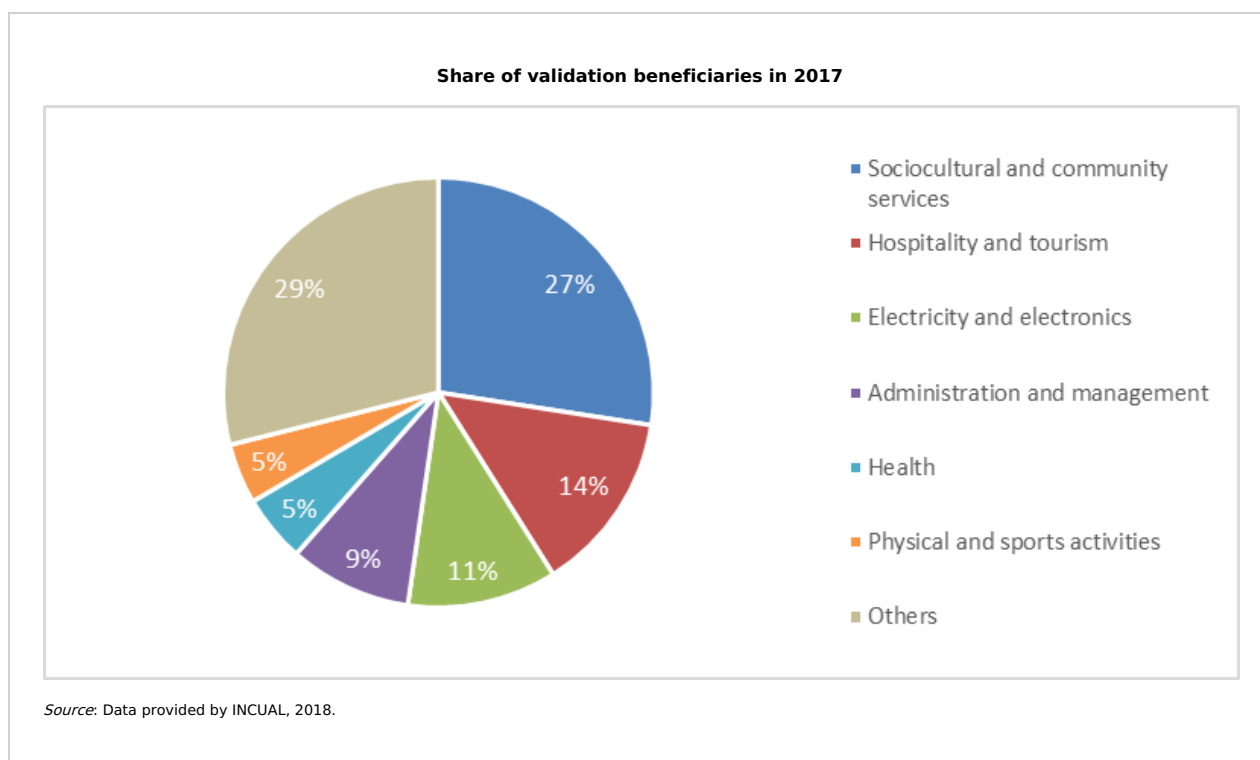
The process for validation of prior learning (VPL) is regulated by the Royal decree 1224/2009 (88) . The aim is to support skills creation to (re)enter the labour market, especially for early leavers and adults with no or low qualifications. The framework covers the whole spectrum of professional skills included in the national catalogue of occupational standards (CNCP).

There are also opportunities for adults to sit entrance examinations to gain access to studies which lead to an official qualification, such as those for intermediate and higher vocational training programmes.

The National Institute of Qualifications (89) ensures the maintenance and update of the national catalogue of occupational standards (CNCP), which are used by the education or employment authorities to establish vocational qualifications (VET diplomas and professional certificates-CdPs). The National Institute of Qualifications uses a set of quality criteria to guarantee the reliability, objectivity and technical rigor of the validation process. Validation of prior learning allows workers to have their skills recognised either to find a job, move between workplaces or advance in their careers.

Regional authorities (autonomous communities) implement the validation process through public calls published (jointly or not) by education and labour authorities at regional level. Regions also provide information on the number of places (beneficiaries) available and are responsible for guidance services and quality assurance of the validation process (90) . These procedures empower citizens to engage in further learning and acquire full qualifications. Demand for recognition may be driven by company needs, social partner requests or minimum qualification requirements from sectoral regulatory bodies, depending on local or sectoral labour market needs.

The calls lay down which competence units (91) are to be validated, vocational qualifications and sector branches involved; they may also limit the maximum number of people to be assessed in each competence unit. Competence units to be validated are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.



To acknowledge work experience, applicants must be able to prove at least three years of experience relevant to the skills being assessed, with a minimum of 2 000 working hours in the ten years previous to the call. In the case of non-formal training (92) , applicants must prove they have received at least three hundred hours of training not leading to official recognition in the ten years before the call.

The process is divided into the following three phases:

- mandatory advisory phase (either in person or online) to help candidates assess their own skills, fill out their personal and training record and present the evidence backing up their application. The guidance counsellor uses this documentation to report whether the applicant may enter the next phase. If the report is negative, the counsellor advises the candidate to undertake supplementary training and proposes available training courses;
- assessment: this aims to prove whether the applicants can demonstrate their skills in real or simulated work situations;
- certification: candidates receive certification for each of the competence units they have successfully passed. The set of certified UCs may correspond to a complete or partial CdP certificate, or a partial IVET Diploma.

Between 2010 and 2017, these public calls offered a total of 277 079 assessment places across 24 sector branches (93) .

A national procedure for the validation of skills acquired in volunteering activities (94) with young people is also currently being developed. It will be a free and telematic (online) service.

There are other possibilities for recognition of prior learning by means of different exams targeting adults that wish to obtain the basic education (ESO) or general upper secondary (*Bachillerato*) certificates or IVET qualifications (at all three levels, basic, intermediate and higher VET diplomas) without having to complete the corresponding studies. These exams are periodically organised by the education authorities.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database (95) .

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- [89] Instituto Nacional de Cualificaciones (INCUAL): <http://incual.mecd.es/acreditacion>
- [90] Validation inventory 2016, available at [http://www.cedefop.europa.eu/files/2016\\_validate\\_es.pdf](http://www.cedefop.europa.eu/files/2016_validate_es.pdf)
- [91] A UC is defined as 'the minimum set of professional skills that can be partially recognised and certified'. The VET system is modular, occupational standards may include several competences units (education authority VET diplomas may include one or more occupational standards, while professional certificates are usually composed of one occupational standards).
- [92] Non-formal learning in VET is essentially any training programme which does not directly lead to official qualifications.
- [93] No public calls have been published for the sector branches of Textile, clothing industry and leather and of Glass and ceramics. The number of assessment places called varies from one year to another according to the different industry requirements in each region. Most of these places were in the Sociocultural and community services professional branch since workers in social care services need to be qualified to assist people with social care needs, at home or in social institutions. The number of places in the Security and environment branch is also growing - especially in the field of management and handling of harmful organisms and pest control, related to the European biocide regulation - and in Health for sanitary transport and first aid care to multiple victims. Physical and sports activities branch stood out in 2017, mainly to accredit lifeguards in aquatic facilities or natural spaces.
- [94] <http://www.injuve.es/empleo/noticia/aprobado-el-nuevo-sistema-de-reconocimiento-de-la-educacion-no-formal>
- [95] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

## CHAPTER 13.

# Incentives for learners

### Scholarships and grants for IVET learners

There are three types of financial incentive to begin or pursue a programme of studies which are valid throughout the country:

- financial support based on the applicant's socio-economic circumstances;
- grants based on the applicant's socio-economic circumstances and academic achievement;
- awards aimed at students with high academic achievement.

Eligibility requirements, as well as household income and capital thresholds, are updated annually.

IVET learners can apply for scholarships and grants, distributed through annual calls published by the education ministry and the regions. During the economic downturn, amendments were made to the scholarship regime and study grants for students in non-university post compulsory education, imposing the shared responsibility of recipients to obtain satisfactory results. The distribution of public expenditure among the various educational activities, scholarships and study grants reached 4.2% in 2016. In 2018, the budget allocated to scholarships and grants is the highest in recent years. The trend is to increase the number of grant holders but reduce the average amount received per beneficiary.

### International internships

VET mobility projects aim to increase the employability of young graduates in VET, as well as language proficiency, soft skills and professional competences. Under the Erasmus + 2015 programme, extended until 2017, there were 310 VET mobility projects, mainly apprentice mobility (EUR 20 million investment) and staff mobility (EUR one million). 86% of participants were learners, 14% were teachers and other staff.

### Information and guidance tools

The education authority promotes VET through its dedicated web portal (96) , visited by four million users per year. The portal was updated in 2017. It includes VET programmes, Europass supplements (97) , labour market information, and information on VET competitions such as SpainSkills, EuropeSkills and WorldSkills. It also has a dedicated section (Accredita) on validation of informal and non-formal learning (98) .

Regional education authorities also have web sections directly linked to/from the portal and implement measures to boost VET enrolment in their territories.

News tools in place include an app for mobile phones to find documents in the portal's library; an online guidance tool, Choose your own pathway (99) and an on-site customer service point with a variety of communication channels (email, instant messaging, social media networks like Twitter and Facebook, and telephone enquiries).

### Incentives for the employed

The 2012 labour reform and the 2015 employment authority VET reform (Act 30/2015) laid down different incentives for workers such as the training account, linked to workers' social security number, and the 'training voucher' for workers to choose their training and provider; neither of these incentives has yet been implemented.

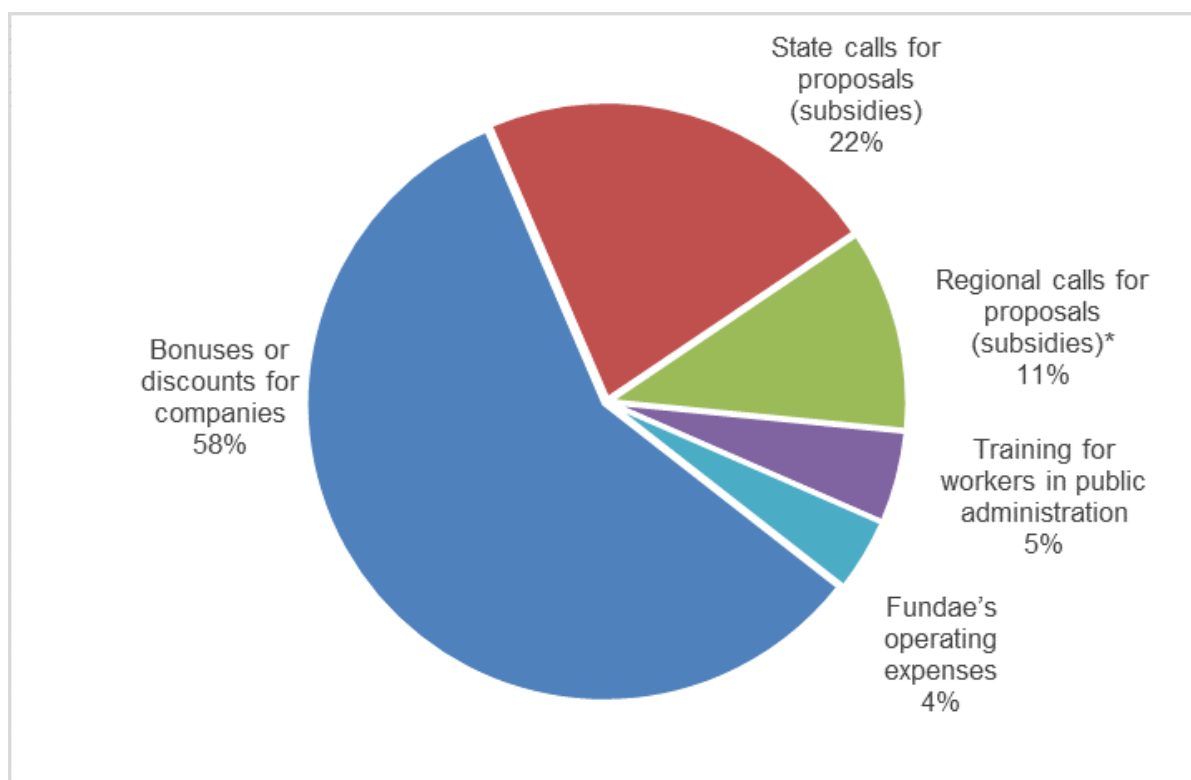
Workers have the right to 20 hours of annual training related to the company's activity; these hours can be accumulated over a period of five years. Nevertheless, this right, in place since 2012, has not yet been fully developed through other legal provisions.

### Individual training leave for the employed (PIF) [(100) ]

Employees can take part in training programmes run by their companies or participate in other training schemes. They can apply for individual training leave (PIF) from their companies, to improve their skills at no cost to the company. Employees have the right to 200 working hours for educational purposes, with the company agreement. The company is reimbursed for the salary of that worker by the State Foundation for Training in Employment (Fundae) and the worker receives his/her salary during the training leave. Individual training leave is intended to provide workers wishing to improve their personal and professional skills with the opportunity to attend officially recognised or formal training courses. Workers can also take this type of leave to undergo the procedure for recognition of prior learning acquired through work experience or non-formal education.

In 2017, only a minority of individual training leave (4.5%) was used to carry out training to obtain a professional certificate (CdP). Individual training leave was mostly used to attend formal education (76.8%) or other training courses (18.7%) leading to other qualifications (101) . More than 40% of individual training leave beneficiaries are between 36 and 45 years old; women beneficiaries account for 42.0% (a two percentage point increase since 2016).

### Allocation of funds according to training initiatives for employees - 2018



(\*) Ceuta and Melilla's budget have been included in in the regional calls for proposals although managed by the State Foundation for Training in Employment (Fundae).

Source: Fundae (2019). 2018 Key findings. <https://www.fundae.es/Observatorio/Pages/Balance-de-resultados.aspx>

#### Incentives for the unemployed

Unemployed workers may also take part in some of the different training schemes within the training for employment system. Participants can request, if necessary, reimbursement for travel, accommodation and meal expenses during the training period. In some cases, they can also apply for financial aid for other issues, particularly if they have family responsibilities.

#### Incentives for dual VET learners and apprentices

The introduction of a dual system in education authority VET offers young people at risk an insight into the labour market. Based on first preliminary data - available from training centres or regional authorities - the employment rate of dual VET learners is usually higher than in traditional school based VET.

Training and apprenticeship contracts are offered in IVET and CVET. They target mostly unemployed people who lack formal qualifications and have seen positive results since the 2012 labour reform. Hired apprentices benefit from a 100% reduction in social security contributions, total social protection, unemployment benefit and training (training for at least 25% of working hours in the first year and 15% in the second and third year). The training may lead to a full qualification (professional certificate) or partial certification of a set of competence units towards a professional certificate or a VET diploma.

#### Supporting VET provider capacity

Education authority VET programmes are offered by both State-funded centres and private centres. One in four learners attends a private centre. To ensure equity and equality of opportunities, private education centres may receive funds to offer teaching free of charge (these are called publicly-funded private centres). Increased funding (102) supports creation of more free VET places in these centres.

Increased funding was also allocated to the regions for implementing VET policies in their territories (103) .

Since the 2013 education reform (LOMCE Act) education centres have greater autonomy in using the funds allocated from the State budget to improve their training offer. They may run actions to test how to tailor their training offer to local needs/skills (pilot projects, new work plans or forms of organisation, and increase hours devoted to certain subjects) (104) .

Vocational training providers under the employment authority can apply, on a competitive basis, for funding (with financial incentives or subsidies depending on the type of initiative) to carry out training actions in the regional or State calls for proposal published annually. Since Act 30/2015, only recognised training providers (105) can apply for such financial aid. Training is funded based on cost per participant/hour, which differs by delivery mode (e-learning or face-to-face).

National reference centres, running innovative and experimental training activities, schedule training courses which, due to the lack of equipment and facility requirements, are not offered by the usual network of vocational training centres.

- [96] [www.Todofp.es](http://www.Todofp.es)
- [97] <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe.html>. Europass supplements for CdPs at <https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad/suplementoseuropass.html>
- [99] *Decide tu itinerario:* <http://www.todofp.es/decide/>
- [100] *Permiso Individuales de Formación.*
- [101] Mainly professional driving licences and other types of certificate of professional competence (such as the *Certificado de aptitud profesional* - CAP, necessary to perform certain jobs: electrical and gas technicians).
- [102] On average, EUR 64 000 per group.
- [103] Dual VET (EUR 1.2 million), basic VET (EUR 208.9 million) and other VET programmes (EUR 1.3 million); additional funding in 2017 for basic VET (EUR 149 million) and other training programmes (EUR 1.3 million).
- [104] Results are assessed by the centres themselves, the inspection services, the regional education authorities and by the National Institute of educational evaluation (INEE) and must be publicly available.
- [105] Before this reform, social partners were the only ones entitled to apply for these calls, whereas following Act 30/2015 a system of competitive competition between training centres has been put in place, excluding social partners as such. More information at <http://prensa.empleo.gob.es/WebPrensa/downloadFile.do?tipo=documento&id=2.464&idContenido=1.732>

## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

### **Financial incentives**

Within the training for employment system, companies receive discounts on their social security contributions for providing training to their employees. The yearly training credit (the amount for which they can receive a discount) available to each company is calculated by applying a fixed percentage to the training quota amount in the previous year. Companies with fewer than six employees receive a minimum credit (420€). This percentage is ranging from 100% for businesses with six to nine employees to 50% for big companies (250 or more). Businesses with more than 10 employees are obliged to finance part of the training cost, which again varies depending on the size of the company: 10% for companies with 10-49 employees, up to 40% for large companies.

Training and apprenticeship contract regulations set different incentives for companies to hire trainees, in the form of reduced employer social security contributions, or additional bonuses to fund the costs of in-company tutors, as well as other incentives when apprentices become permanent staff.

## CHAPTER 15.

# Guidance and counselling

Education and vocational guidance are highlighted for improvement in the national VET system. In recent years, different reforms (106) - complementing dispositions from Act 5/2002 on qualifications and vocational training - aimed to improve counselling and career guidance services, mainly through:

- the development of an integrated information and guidance system;
- the setting of a State-wide network to ensure access to information and career guidance for all citizens, including specialised services for businesses and the self-employed;
- development of an integrated computing platform on professional guidance linked, where appropriate, to the relevant European networks;
- coordination and monitoring of guidance services in line with national policies on education, employment and social inclusion.

Since then, various developments have taken place.

The education reform (Act 8/2013, LOMCE), generally maintains education and vocational guidance on the same terms as in the 2006 education Act (LOE). However, it includes new aspects related to compulsory secondary education:

- an 'orientation and guidance' report is delivered to the student's parents at the end of general or vocational lower secondary programmes,
- a report on the degree of achievement of learning outcomes and acquisition of relevant skills, as well as a proposal for a career path;
- special focus on guidance in the new basic VET programmes.

Education legislation assigns the immediate responsibility for guidance to teachers, as part of students' general education and training. State education centres offer professional guidance services for students and parents.

To support and widen guidance and counselling services in schools, regional education authorities are launching strategies and varied resources tailored to the specific needs arising from their own labour market (107) .

The education ministry has been developing and broadening a series of actions, such as a new State-wide organisation of information and career guidance services; creation and maintenance of digital platforms for information and vocational guidance, and other projects linked to the dissemination of vocational training and guidance (108) .

The Service for Internationalisation of Education (SEPIE), as the Spanish Erasmus+ national agency for education and training, also supports information services to promote learning opportunities abroad.

In the employment sphere the common employment services portfolio (109) offers career guidance services to advise unemployed and employed workers on training and employment opportunities, as well as on the recognition and validation of their skills (110) . A further step in its implementation has been the publication of protocols and quality criteria for the provision of guidance services which all public employment services in Spain must comply with (111) . These protocols aim to define and set up individual professional paths to improve workers' employability. They also aim to develop entrepreneurship and to support business and self-employment initiatives, by identifying workers' skills, training and experience, interests, family situation and possible professional opportunities, as well as other relevant variables. This information will be used to prepare the workers' profiles and their classification based on their employability.

All IVET programmes contain at least one or several vocational modules related to guidance, labour relations and the development of entrepreneurial culture, although these issues are also treated in a cross-curricular manner.

All VET students and trainees have to undertake an on-the-job training module that is carried out in a real productive setting. This module enables them to gain work experience and put their skills into practice, as well as learn about the organisation of productive processes or services and labour relations, guided by education and workplace tutors.

Please see:

- guidance and outreach Spain national report (112) ;
- Cedefop's labour market intelligence toolkit (113) .
- Cedefop's inventory of lifelong guidance systems and practices [(114) ]

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[107] Example from Murcia Region: <http://www.llegarasalto.com/formacionpasional/>

[108] MECD. [TodoFP.es](http://www.todofp.es/acreditacion-de-competencias.html): acreditación de competencias (the webpage on skills validation on the Ministry of Education's website on VET): <http://www.todofp.es/acreditacion-de-competencias.html> MECD. Formación profesional a través de Internet (vocational training through Internet): <http://www.mecd.gob.es/fponline.html>

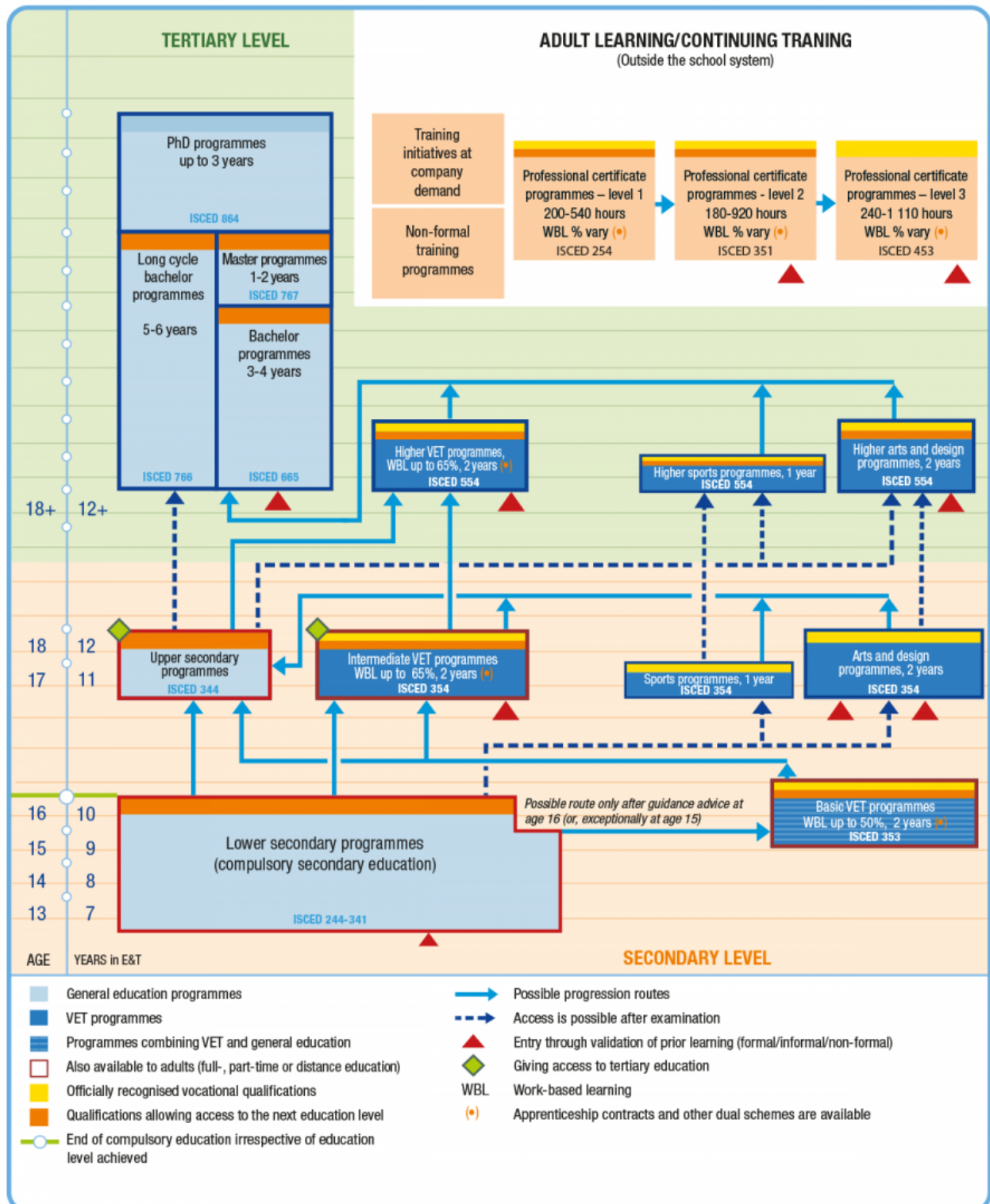
[110] Labour authorities also have a web portal on validation of the skills acquired through work experience ( [RECEX](#)). SEPE *Reconocimiento de las competencias profesionales adquiridas* <https://sede.sepe.gob.es/portaSedeEstaticos/flows/gestorContenidos?page=recexIndex>

[112] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[113] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

[137] <https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices-spain-es>

# Vocational education and training system chart









NB: ISCED-P 2011. The Spanish education system is not referenced to EQF levels.

Source: Cedefop and ReferNet Spain.

# VET Programme Types

Basic VET programmes  
WBL up to 50%,  
2 years  
ISCED 353

## Basic VET programmes (FP Básica, Título profesional básico) ISCED 353

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	353
<b>Usual entry grade</b>	10 (114)	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	15 (116)	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	<p> Compulsory education in Spain includes</p> <ul style="list-style-type: none"> <li>• six years in primary school (learners aged 6 to 12)</li> <li>• four years in lower secondary education (ESO in Spanish) (learners aged 12 to 16)</li> </ul> <p>Basic VET programmes are an alternative option offered to learners (117) who have not completed lower secondary to stay in education and training.</p>	<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	 Education authorities, apart from compulsory education, can also offer basic VET to people who are over 17 and do not have a VET or a secondary qualification.
<b>Is it offered free of charge?</b>		<b>Is it available for adults?</b>	 Education authorities, apart from compulsory education, can also offer basic VET to people who are over 17 and do not have a VET or a secondary qualification.
<b>ECVET or other credits</b>	VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.		

**Learning forms (e.g. dual, part-time, distance)**

- School based learning (face to face), including work-based learning at workshops, labs, simulations/full-time (young people); or on a part- time modular basis (adults)) (118) ;
- work placement module (*formación en centros de trabajo*, FCT) compulsory training module of 240 hours;
- dual VET (with or without an apprenticeship contract). Around 15.3% of basic VET learners were over 18 years old in the school year 2016/17, and fewer than 1% were enrolled in these programmes in the dual modality.

**Enrolments in education authority VET, 2016-17**

2016-17	Total VET	Dual VET
Basic Cycle	69 528	414
Intermediate Cycle	343 920	7 422
Advanced Cycle	377 937	12 521
Total	<b>791 385</b>	<b>20 357</b>

Source: Ministry of Education (2018)., <https://www.educacionyfp.gob.es/dam/jcr:113353c4-7f3d-4005-88ac-e944ceb94200/nota-16-17.pdf>

**Main providers** Main education authority VET providers include:

- public, publicly-funded private and private institutions approved by the competent education authority;
- in some cases, integrated training centres which are public and provide both initial vocational training within the education system, and vocational training for employment.

Public, publicly-funded private and private centres are the main providers of education authority VET programmes; only one in four learners attends private centres.

**Share of work-based learning provided by schools and companies** Up to 50%

**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- practical training at school (workshops, labs, simulations);
- work placement module (*formación en centros de trabajo*, FCT), of 240 hours at a workplace;
- dual VET (apprenticeships);
- training and apprenticeship contracts (119)
- dual VET projects offered within the education system and implemented by the regions (based on learning agreements between the VET provider and the company)

**Main target groups**

- Learners over 15
- Adults (under specific conditions)




Basic VET programmes were first developed to prevent early leaving from education and training. They allow people to complete compulsory education and gain a basic VET qualification (VET diploma, in the national context or *Título profesional básico*).

**Entry requirements for learners (qualification/education level, age)**

Requirements for basic VET are:

- to be between 15 and 17 years old by the end of the year they start these studies;
- to have finished the first cycle of secondary compulsory education (three years) or exceptionally, have finished the second course of secondary compulsory education;
- to be recommended by teaching staff and have parents (or by self if he/she is emancipated) consent.

Education authorities, apart from compulsory education, can also offer basic VET to people who are over 17 and do not have a VET or a secondary qualification.

<b>Assessment of learning outcomes</b>	<p>Basic VET programmes run in a two-year programme of 2 000 hours, (equivalent to two full-time academic years, up to three when taken as a dual programme), of theoretical and practical training, of which a minimum of 240 hours are completed in workplaces (120) .</p> <p>These programmes are made up of different vocational modules, which are expressed in terms of contents, evaluation criteria and learning outcomes, considering professional, personal, social and lifelong learning skills.</p> <p>They comprise modules linked to competence units of the national catalogue of professional standards; and modules linked to the acquisition of lifelong learning skills such as communication and society and applied sciences modules, which include Spanish language, foreign language, social sciences, mathematics and science both applied to the personal and learning context in a professional field; there is also a specific module in a work place environment.</p> <p>Assessment has a continuous, formative nature and is carried out in modules. Progression to the following year depends on the result of the assessment. Marks are expressed in numbers from one to 10, where five or over is a pass.</p> <p>The work placement module is expressed in terms of passed/failed. Those who get recognition of their professional competence acquired through work experience or non-formal training may be totally or partially exempt from the work placement module.</p> <p>As a result of the assessment process, the relevant decisions on student progression are taken collegially by the teaching team at the end of each year.</p> <p>Completion of a VET programme requires a pass grade in all the modules, and students may take the same programme up to a maximum of four years.</p>
<b>Diplomas/certificates provided</b>	<p>Basic VET programmes lead to a basic VET diploma (<i>Título profesional básico</i>) that has academic and professional validity.</p> <p>Students who finish basic VET will obtain the lower secondary education diploma (<i>título ESO</i>) directly if the teaching staff considers they have achieved the objectives and necessary skills of ESO level.</p>
<b>Examples of qualifications</b>	<p>Basic level applicator of phytosanitary pesticides (121) /sector: Agriculture (<i>aplicador/a de nivel básico de plaguicidas de uso fitosanitario/ Familia Profesional: Agraria</i>)</p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of a basic VET diploma may</p> <ul style="list-style-type: none"> <li>• enter the labour market, or</li> <li>• enrol directly to intermediate VET programmes (ISCED 354) or</li> <li>• obtain the ESO (122) diploma, if the teaching staff considers they have achieved the objectives and necessary skills of ESO level, opening up access to upper secondary general education programmes</li> </ul>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p> VET diplomas, established by decrees, are composed of a set of occupational standards (123) , each of which includes a set of competence units (UCs). UC is the minimum set of professional skills that can be partially recognised and certified.</p> <p>Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.</p>
<b>General education subjects</b>	<p> Basic VET programmes are made up of vocational modules (which vary in length, with theoretical and practical contents corresponding to the different professional fields) and lifelong learning skills:</p> <ul style="list-style-type: none"> <li>• learning modules linked to competence units of the national catalogue of occupational standards (CNCP);</li> <li>• a work placement vocational module, to be completed in a workplace;</li> <li>• modules for the acquisition of lifelong learning skills (Spanish, other official and/or foreign language, social sciences, mathematics and sciences);</li> <li>• all basic VET programmes include cross-curricular skills like team work, occupational risk prevention, entrepreneurship, business activity and work orientation of students.</li> </ul>
<b>Key competences</b>	<p> Since 2015, VET diploma programmes are being updated and adapted to the requirements of the productive sectors, including and reinforcing the eight key competences in a cross curricular way.</p> <p>Basic VET programmes are made up of vocational modules which vary in length, with theoretical and practical contents corresponding to the different professional fields, and also include lifelong learning skills.</p> <p>All Basic VET programmes (124) include cross-curricular skills:</p> <ul style="list-style-type: none"> <li>• teamwork, health and safety at work; entrepreneurship, business and career counselling;</li> <li>• respect for the environment and promotion of physical activity and a healthy diet;</li> <li>• skills related to reading comprehension, oral and written expression, ICT and civic and constitutional education.</li> </ul>

**Application of learning outcomes approach**



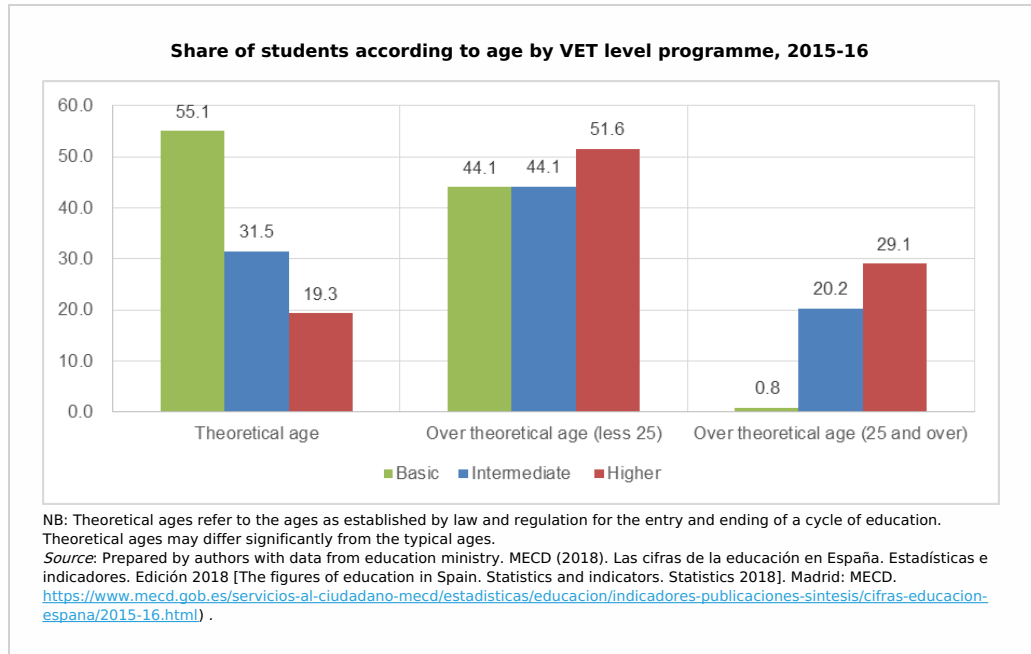
VET diploma programmes (established by Royal decrees) are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. National curricula account for 55-65%, the remaining 45-35% of the programme curricula are settled at regional level aligned to local socioeconomic characteristics.

**Share of learners in this programme type compared with the total number of VET learners**

9% (125)

In 2017-18, the share of learners enrolled in basic VET programmes was 9% (72186 learners), against 42% enrolled in intermediate VET (339112 learners) and 49% (393531 learners) in higher VET programmes. Enrolment in basic VET increase by 3.8% compared to the previous year (126) .

Basic VET programmes were first implemented in 2014. In 2015-16, half (55.1%) of those enrolled in basic VET were young people aged 15-17 (theoretical age for this type of programme) or young adults up to 25 (44.1%)



- [137] And, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes.
- [137] <https://www.sepe.es/HomeSepe/que-es-el-sepe/comunicacion/publicaciones/publicaciones-oficiales/listado-pub-empleo/formacion-profesional-dual-contrato-para-la-formacion-y-el-aprendizaje.html>
- [137] All VET studies include a compulsory work placement module (*formación en centros de trabajo* - FCT) that takes place in a company (students with previous work experience may be exempt).
- [137] The list of VET diplomas offered in IVET is available (in Spanish) from the Ministry of Education's website on guidance and VET, MECD: [TodoFP.es](http://www.todofp.es/que-como-y-donde-estudiar.htm): Qué, Cómo y Dónde estudia: <http://www.todofp.es/que-como-y-donde-estudiar.htm>
- [137] *Educación Secundaria Obligatoria* (ESO) is the end of lower secondary compulsory education diploma, necessary to access higher level studies.
- [137] 668 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)
- [137] Made up of vocational modules which vary in length, with theoretical and practical contents corresponding to the different professional fields, lifelong learning skills are also included.
- [137] 2017/18
- [137] In the school year 2016/17, 69 528 students followed Basic VET programmes out of 818 506, compared with 42% at intermediate level and 46% at higher level VET.

Arts and design programmes,

2 years




Sports programmes,

1 year

ISCED 354

### Intermediate VET programmes (FP de grado medio - Título de Técnico), ISCED 354

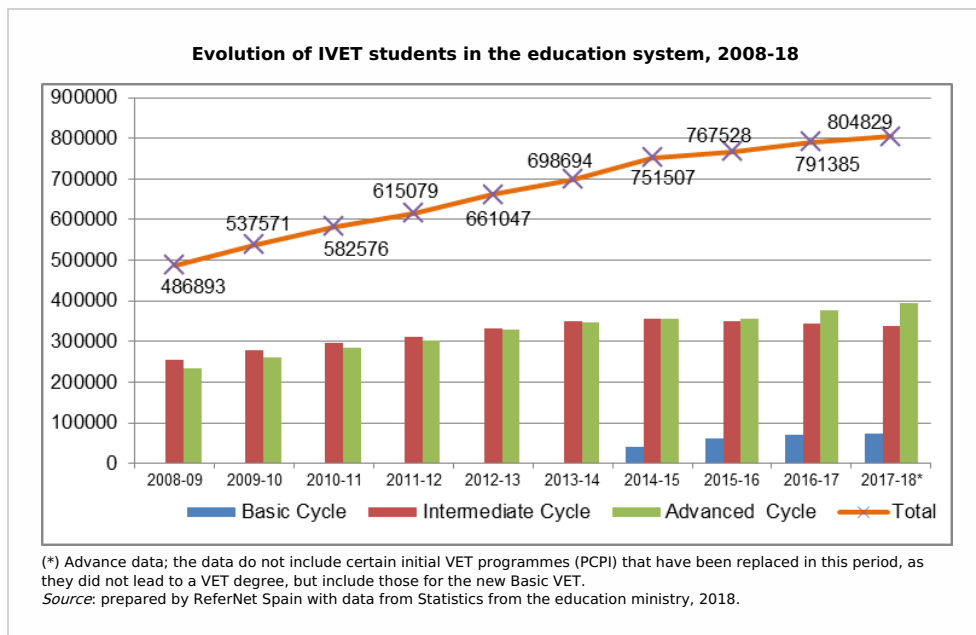
<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	13
<b>Usual entry age</b>	16	<b>Usual completion age</b>	18
<b>Length of a programme (years)</b>	2 3 (when combined with a training and apprenticeship contract)		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓
<b>ECVET or other credits</b>	VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines (127) .		
<b>Learning forms (e.g. dual, part-time, distance)</b>	<ul style="list-style-type: none"><li>• school based learning (face to face), including work-based learning at workshops, labs, simulations, etc./full-time (young people);or on a part time modular basis (adults);</li><li>• distance learning (adults) (128) ;</li><li>• dual VET (with or without a training and apprenticeship contract);</li><li>• work placement module (<i>formación en centros de trabajo - FCT</i>) – compulsory training module of 400 hours.</li></ul> <p>Intermediate VET programmes run in a 2-year programme of 2 000 hours of theoretical and practical training, of which a minimum of 400 hours are completed in workplaces (129) .</p> <p>In 2016/17, 3% of learners enrolled in intermediate VET followed distance learning courses, over 2% were enrolled in the dual modality and over 45% of all learners at this stage were 20 or older (130) .</p>		
<b>Main providers</b>	<p>Main education authority VET providers include:</p> <ul style="list-style-type: none"><li>• public, publicly-funded private and private institutions approved by the competent educational authority;</li><li>• integrated training centres which are public and provide both initial vocational training within the education system, and vocational training for employment;</li><li>• occasionally, national reference centres, which are public institutions specialised in the different professional branches, in charge of carrying out innovation and experimentation initiatives in the area of vocational training.</li></ul> <p>Public, publicly-funded private and private centres are the main providers of education authority VET programmes; only one in four learners attends private centres.</p>		
<b>Share of work-based learning provided by schools and companies</b>	Up to 65%		
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"><li>• practical training at school (workshops, labs, simulations, etc.);</li><li>• work placement module (<i>formación en centros de trabajo - FCT</i>) – compulsory training module of 400 hours at a workplace (students with previous work experience may be exempt);</li><li>• dual VET (apprenticeships);</li></ul> <p>(i) training and apprenticeship contracts (131) ;</p> <p>(ii) dual VET projects offered within the education system and implemented by the regions ( based on learning agreements between the VET provider, the learner and the company).</p>		

<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• learners over 16;</li> <li>• adults.</li> </ul> <p>There is a large share of students older than the theoretical school age: in the school year 2016/17: 45.6% were 20 years old or older (132) .</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>Intermediate VET are accessible to:</p> <ul style="list-style-type: none"> <li>• holders of the ESO (133) diploma;</li> <li>• graduates from Basic VET (ISCED 353) programmes;</li> <li>• young people over 17 and adults, through validation of prior learning (formal/informal/non-formal).</li> </ul>
<b>Assessment of learning outcomes</b>	<p>Assessment takes as reference the objectives, expressed in learning outcomes, and the evaluation criteria of each of the vocational modules, as well as the general objectives established (by legislation) for each VET programme.</p> <p>Completion of a training programme requires a pass grade in all the vocational modules.</p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> marks are expressed in numbers from one to 10, whole numbers only a five or over is considered a pass;</li> <li>• <input type="checkbox"/> the work placement vocational module, however, is expressed in terms of Passed/Failed.</li> </ul> <p>IVET programmes last 2 000 hours, the equivalent to two full-time academic years, up to three when taken as a dual programme. Assessment has a continuous, formative nature and is carried out by professional modules.</p>
<b>Diplomas/certificates provided</b>	<p>Intermediate VET programmes lead to a VET diploma with academic and professional validity (<i>Título de Técnico</i>) at ISCED level 354 allowing access to higher VET (ISCED 554) studies at tertiary level.</p>
<b>Examples of qualifications</b>	<p>Aquaculture (134) / sector: Maritime and fishing industry (<i>Cultivos Acuícolas / Familia Profesional: Marítimo pesquera</i>)</p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of an intermediate VET diploma may</p> <ul style="list-style-type: none"> <li>• enter the labour market;</li> <li>• enrol directly to higher VET programmes (ISCED 554);</li> <li>• return to upper secondary general education programmes (135) if they wish, but this is rather an unusual option.</li> </ul>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p></p> <p>VET diplomas, established by decrees, are composed of a set of occupational standards (136) ; each of which includes a set of competence units (UCs). UC is the minimum set of professional skills that can be partially recognised and certified.</p> <p>Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.</p>
<b>General education subjects</b>	<p>Intermediate VET programmes are made up of vocational modules (which vary in length, with theoretical and practical contents corresponding to the different professional fields) and lifelong learning skills:</p> <ul style="list-style-type: none"> <li>• vocational modules, specific to each professional field, linked to the national catalogue of professional standards (CNCP);</li> <li>• a work placement vocational module, to be completed in a workplace;</li> <li>• one or more vocational modules related to employment guidance and labour relations and the development of the entrepreneurial spirit;</li> <li>• voluntary subjects, such as communication in Spanish, co-official and/or foreign language; applied mathematics;</li> <li>• where appropriate, any subject related to professional field easing access to higher VET programmes.</li> </ul>
<b>Key competences</b>	<p></p> <p>Key competences to be taken as a reference:</p> <ul style="list-style-type: none"> <li>• information processing and digital competence;</li> <li>• competence in linguistic communication;</li> <li>• mathematical competence;</li> <li>• competence in knowledge and interaction with the physical world;</li> <li>• social and civic competence;</li> </ul>
<b>Application of learning outcomes approach</b>	<p></p> <p>VET diploma programmes (established by Royal decrees) are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. National curricula account for 55-65%, the remaining 45-35% of the programme curricula are settled at regional level aligned to local socioeconomic characteristics.</p>

**Share of learners in this programme type compared with the total number of VET learners** 42%

In 2017-18, the share of learners enrolled in intermediate VET programmes was 42% (339 112 learners) against 9% in basic VET and 49% in higher VET programmes.

The majority of intermediate VET students were enrolled in full-time courses, with 8% of them participating in distance learning.








[137] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)

[146] 668 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)

Intermediate VET  
programmes  
WBL up to 65%,  
2 years  
ISCED 354

## Arts and design or sports programmes (Grado Medio de Artes Plásticas y Diseño o Grado Medio de Enseñanzas Deportivas), ISCED 354

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.		<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	11	<b>Usual completion grade</b>	13 (for arts and design programmes) 12 (for sports programmes)	
<b>Usual entry age</b>	17	<b>Usual completion age</b>	19 (for arts and design programmes) 18 (for sports programmes)	
<b>Length of a programme (years)</b>	2 (arts and design programmes) 1 (sports programmes).			
<b>Is it part of compulsory education and training?</b>	 Compulsory education in Spain includes <ul style="list-style-type: none"> <li>• six years in primary school (learners aged 6 to 12);</li> <li>• four years in lower secondary education (ESO in Spanish) (learners aged 12 to 16).</li> </ul>		<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>			<b>Is it continuing VET?</b>	Information not available
<b>Is it offered free of charge?</b>			<b>Is it available for adults?</b>	
<b>ECVET or other credits</b>	VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. (137)			
<b>Learning forms (e.g. dual, part-time, distance)</b>	These programmes are offered in schools that are specialised according to the type and level of education in artistic or sports fields and can only be taken face to face.			
<b>Main providers</b>	Main education authority VET providers include public, publicly-funded private and private institutions approved by the competent educational authority.  Both type of programmes are offered by specialized providers: <ul style="list-style-type: none"> <li>• schools of plastic arts and design: public or private centres authorized by the competent educational administration;</li> <li>• Sport programmes: they do not have a specific denomination: public or private centres authorized by the competent educational administration, whether they are integrated in the IVET centres or in sports federations' centres.</li> </ul>			
<b>Share of work-based learning provided by schools and companies</b>	Information not available			
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	These programmes are offered in schools that are specialised according to the type and level of education in artistic or sports fields and can only be taken face to face.			
<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• Learners over 16</li> </ul>			

<b>Entry requirements for learners (qualification/education level, age)</b>	<p><b>Arts and design programmes</b></p> <ul style="list-style-type: none"> <li>• holding a lower secondary education (ESO) or equivalent qualification and passing a specific test to prove knowledge and skills necessary to take advantage of these programmes;</li> <li>• exemption from the test is possible in certain cases: i.e. holding a baccalaureate in Arts, Bachelor of Fine Arts, Architecture or Technical Engineering in Industrial Design, intermediate or higher level VET diploma in Plastic Arts and design of a professional family related to the teachings to pursue, at least one year of related work experience;</li> <li>• learners not fulfilling entry requirements may sit an entry exam which consists of two parts: a general part dealing with the basic skills of Compulsory Secondary Education; and a specific part, to assess the artistic knowledge and the necessary skills to take advantage of these programmes.</li> </ul> <p><b>Sports programmes:</b></p> <p>They are organized in two cycles called initial or first level and final or second level.</p> <ul style="list-style-type: none"> <li>• entry requirements for the initial cycle of sports education: it is necessary to hold the diploma of lower secondary education or equivalent; for the final cycle of sports education, it is necessary to have passed the initial cycle in the corresponding sports specialty;</li> <li>• in addition, it may be required to pass a specific exam, or to accredit a sporting merit. High-level or high-performance athletes are exempt;</li> <li>• learners with at least 17 years and lacking the lower secondary qualification may sit an exam in relation to lower secondary education curriculum.</li> </ul> <p>Entry through validation of prior learning is possible in the arts and design/sports programmes</p>
<b>Assessment of learning outcomes</b>	<p>Assessment is continuous and takes into account the progress and the academic maturity of the students, in relation to the general objectives and the professional competencies of the programme.</p> <p>The evaluation is carried out by modules, taking as reference their objectives expressed in terms of skills and competences and their respective assessment criteria.</p> <p>The results of the final evaluation of each module are expressed in terms of grades according to a numerical scale from zero to ten. Qualifications equal to or greater than five are considered positive and the rest negative.</p> <p>The results of the evaluation of the practical training, are expressed in terms of "apt / not apt".</p>
<b>Diplomas/certificates provided</b>	<p>Arts and design or sports programmes lead to:</p> <ul style="list-style-type: none"> <li>• Technician diploma in arts and design (<i>Título de Técnico de Artes Plásticas y Diseño</i>);</li> <li>• Technician diploma in the corresponding sport (<i>Título de Técnico deportivo que corresponda</i>).</li> </ul>
<b>Examples of qualifications</b>	<p>Plastic arts and design in ceramic decoration (<i>Artes Plásticas y Diseño en Decoración cerámica</i>).</p> <p>Judo and self defense (<i>Judo y defensa personal</i>)</p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of an ISCED level 354 diploma in sports or in arts and design programmes have different progression opportunities:</p> <ul style="list-style-type: none"> <li>• students who finish plastic arts and design or sports programmes have direct access to the general education two-year programme leading to Baccalaureate (Bachillerato);</li> <li>• students holding the diploma of plastic arts and design technician, and at least 18 years old, are able to enter, by passing a test, the higher plastic arts and design programmes;</li> <li>• students holding the diploma of sports technician can access the higher sports programmes, being at least 18 years old, and after passing a specific test of the modality or sport specialty;</li> <li>• enter the labour market.</li> </ul>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p>Arts and design or Sports programmes, established by decrees, are composed of a set of occupational standards (138) ; each of which includes a set of competence units (UCs). UC is the minimum set of professional skills that can be partially recognised and certified.</p> <p>Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.</p>
<b>General education subjects</b>	<p>✗</p>
<b>Key competences</b>	<p>✗</p>
<b>Application of learning outcomes approach</b>	<p>✓</p> <p>VET diploma programmes (established by Royal decrees) are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.</p> <p>National curricula account for 55-65%, the remaining 45-35% of the programme curricula are settled at regional level aligned to local socioeconomic characteristics.</p>

<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>&lt;2%</p> <p>In the 2016/17 school year, 12 590 students were enrolled in Art and design or Sport programmes at this level, out of 818 506 students at all education authority VET programmes.</p> <ul style="list-style-type: none"> <li>• 27% of them were in arts and design programmes;</li> <li>• 73% followed sports programmes.</li> </ul>
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- [146] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)
- [128] And, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes.
- [129] All VET studies include a compulsory work placement module (*formación en centros de trabajo* - FCT) that takes place in a company (students with previous work experience may be exempt).
- [130] MECD (2018). *Nota: Estadística del alumnado de formación profesional - Estadística de las enseñanzas no universitarias. Curso 2016-2017* [Note: Statistics on non-university education. Academic year 201/17]. <http://www.educacionyfp.gob.es/dam/jcr:113353c4-7f3d-4005-88ac-e944ceb94200/nota-16-17.pdf>; data base: <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/formacion-profesional/2016-2017.html>
- [131] <https://www.sepe.es/HomeSepe/que-es-el-sepe/comunicacion/publicaciones/publicaciones-oficiales/listado-pub-empleo/formacion-profesional-dual-contrato-para-la-formacion-y-el-aprendizaje.html>
- [132] MEyFP (2019). *Las cifras de la educación en España. Curso 2016-2017* (Edición 2019) [*Key figures of education in Spain: academic year 2016/17* (2019 edition)].
- [133] *Educación Secundaria Obligatoria* (ESO) is the end of lower secondary compulsory education diploma, necessary to access higher level studies.
- [134] The list of VET diplomas offered in IVET is available (in Spanish) from the Ministry of Education official website on guidance and VET, MECD. TodoFP.es: Qué, Cómo y Dónde estudiar. <http://www.todofp.es/que-como-y-donde-estudiar.html> Europass supplements for Intermediate VET Diplomas are available at <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe/grado-medio-en-ingles.html>
- [135] Leading to *Bachillerato*, the end of upper secondary education diploma, necessary to access tertiary level academic studies.
- [136] 668 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)

Higher arts and design programmes,

2 years

Higher sports programmes,

1 year

ISCED 554

## Higher VET programmes (FP de grado superior - título de Técnico Superior), ISCED 554

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	554
<b>Usual entry grade</b>	13	<b>Usual completion grade</b>	15
<b>Usual entry age</b>	18	<b>Usual completion age</b>	20
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✓
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	Not applicable (learners are over 18)

**ECVET or other credits** VET programmes are based on learning outcomes with a strong focus on work-based learning. Higher level VET programmes under Act 2/2006 (LOE) have 120 ECTS credits.

**Learning forms (e.g. dual, part-time, distance)**

- school based learning (face to face), including work-based learning at workshops, labs, simulations, etc /full-time or on a part time modular basis;
- distance learning (139) ;
- dual VET (with or without training and apprenticeship contract);
- work placement module (*formación en centros de trabajo - FCT*) - compulsory training module of 400 hours.

Higher VET programmes run in a 2-year programme of 2 000 hours of theoretical and practical training, of which a minimum of 400 hours are completed in workplaces (140) .

In 2016/17, 12% of all learners enrolled in higher VET followed distance learning courses, over 3% were in the dual modality and more than half of all learners at this stage were 22 or older.

**Main providers** Main education authority VET providers include:

- public, publicly-funded private and private institutions approved by the competent educational authority;
- integrated training centres which are public and provide both initial vocational training within the education system, and vocational training for employment;
- national reference centres, which are public institutions specialised in the different professional branches, in charge of carrying out innovation and experimentation initiatives in the area of vocational training.

Public, publicly-funded private and private centres are the main providers of education authority VET programmes; only one in four learners attends private centres.

**Share of work-based learning provided by schools and companies** Up to 65%

**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- practical training at school (workshops, labs, simulations, etc.);
- work placement module (*formación en centros de trabajo - FCT*) - compulsory training module of 400 hours at a workplace (students with previous work experience may be exempt);
- dual VET (apprenticeships):

(i) training and apprenticeship contracts (141) ;

(ii) dual VET projects offered within the education system and implemented by the regions ( (based on learning agreements between the VET provider, the learner and the company).

**Main target groups**

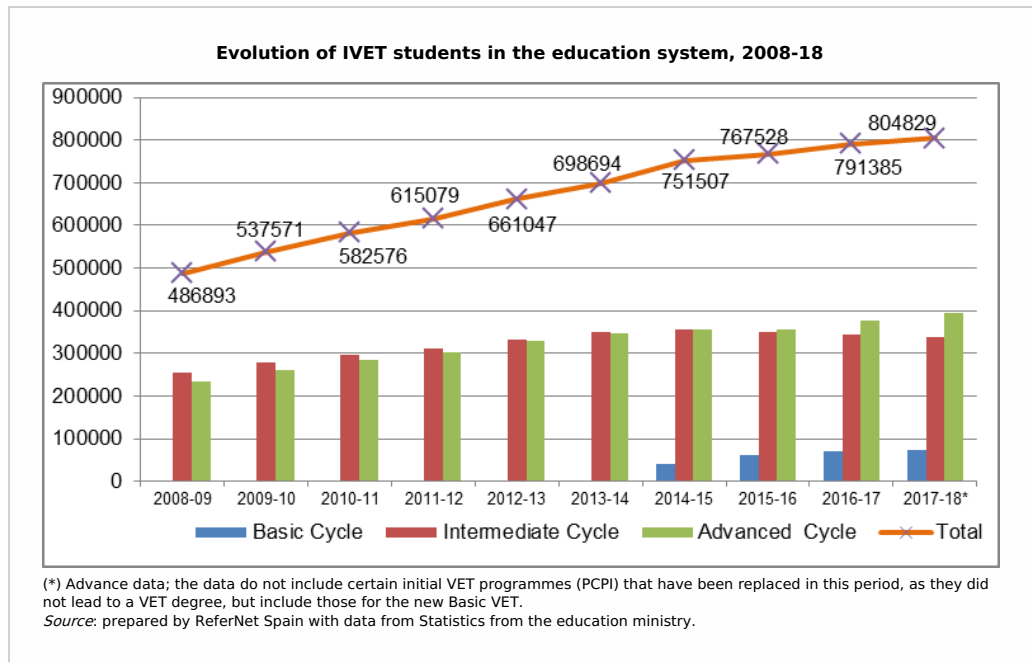
- learners over 18

There is a large share of students older than the theoretical school age: in the school year 2016/17: over 50% were 22 or older (142) .

<b>Entry requirements for learners (qualification/education level, age)</b>	Higher VET are accessible to: <ul style="list-style-type: none"> <li>• holders of the Bachillerato (143) diploma;</li> <li>• graduates from Intermediate VET (ISCED 354) programmes;</li> <li>• learners over 18, through validation of prior learning (formal/informal/non-formal).</li> </ul>
<b>Assessment of learning outcomes</b>	Higher level VET programmes run in a 2-year programme of 2 000 hours, (equivalent to two full-time academic years, up to three when taken as a dual programme), of theoretical and practical training, of which a minimum of 400 hours are completed in workplaces. These programmes are made up of different vocational modules, which are expressed in terms of contents, evaluation criteria and learning outcomes, considering professional, personal, social and lifelong learning skills. They comprise: <ul style="list-style-type: none"> <li>• vocational modules specific to each programme which must include the competence units and the social and personal skills aimed to be achieved;</li> <li>• a work placement module. Those who get recognition of their professional competence acquired through work experience or non-formal training may be totally or partially exempt from the work placement module;</li> <li>• one or more modules on <i>vocational training and guidance and business and entrepreneurial initiative</i>.</li> <li>• a project.</li> </ul> <p>Assessment has a continuous, formative nature and is carried out by modules. Progression to the following year depends on the result of the assessment. Marks are expressed in numbers from one to 10, being five or over considered as a pass.</p> <p>The work placement vocational module is expressed in terms of Passed/Failed. Those who get recognition of their professional competence acquired through work experience or non-formal training may be totally or partially exempt from the work placement module.</p> <p>As a result of the assessment process, the relevant decisions on students' progression are taken collegially by the teaching team at the end of each year.</p> <p>Completion of a VET programme requires a pass grade in all the modules, and students may take the same programme up to a maximum of 4 years.</p>
<b>Diplomas/certificates provided</b>	Higher VET programmes lead to a VET diploma ( <i>título de Técnico Superior</i> ) at ISCED level 554 allowing access to academic studies at tertiary level (programmes offered at ISCED levels 665 and 766) bachelor programmes through an admission procedure.
<b>Examples of qualifications</b>	Travel agencies and event organisation / sector: hospitality and tourism industry ( <i>Agencias de Viajes y Gestion de Eventos / Familia Profesional: hostelería y turismo</i> ) (144)
<b>Progression opportunities for learners after graduation</b>	Holders of an higher VET diploma may <ul style="list-style-type: none"> <li>• enter the labour market;</li> <li>• access academic programmes offered at ISCED level 665 (Bachelor programmes 3-4 years).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓ VET diplomas, established by decrees, are composed of a set of occupational standards (145) ; each of which includes a set of competence units (UCs). UC is the minimum set of professional skills that can be partially recognised and certified.  Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.
<b>General education subjects</b>	✗ Higher VET programmes are made up of vocational modules which vary in length, with theoretical and practical contents corresponding to the different professional fields, and also include lifelong learning skills. <ul style="list-style-type: none"> <li>• vocational modules, specific to each professional field, linked to national catalogue of professional standards (CNCP);</li> <li>• a work placement vocational module, to be completed in a workplace;</li> <li>• vocational modules related to career guidance, business and entrepreneurial initiative;</li> <li>• a project module.</li> </ul>
<b>Key competences</b>	✓ Key competences to be taken as a reference: <ul style="list-style-type: none"> <li>• information processing and digital competence;</li> <li>• competence in linguistic communication;</li> <li>• competence in knowledge and interaction with the physical world;</li> <li>• social and civic competence.</li> </ul>
<b>Application of learning outcomes approach</b>	✓ VET diploma programmes (established by Royal decrees) are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.  National curricula account for 55-65%, the remaining 45-35% of the programme curricula are settled at regional level aligned to local socioeconomic characteristics.

**Share of learners in this programme type compared with the total number of VET learners** 49%




In 2017-18, the share of learners enrolled in higher VET programmes was 49% (393 531 learners) against 9% in basic VET and 42% in intermediate VET programmes.






- [146] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)
- [147] <https://incual.mecd.es/titulos-de-artes-plasticas-y-diseno>
- [148] <https://incual.mecd.es/titulos-de-enseanzas-deportivas>
- [185] 668 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). [https://incual.mecd.es/documentos/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documentos/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)

Higher VET  
programmes  
WBL up to 65%,  
2 years  
ISCED 554

### Higher sports or higher arts and design programmes (Grado Superior de Enseñanzas Deportivas o Grado Superior de Artes Plásticas y Diseño) ISCED 554 diploma

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	554
<b>Usual entry grade</b>	13 (for arts and design programmes) 12 (for sports programmes)	<b>Usual completion grade</b>	15 (for arts and design programmes) 13 (for sports programmes)
<b>Usual entry age</b>	18 (for arts and design programmes) 18 (for sports programmes)	<b>Usual completion age</b>	20 (for arts and design programmes) 18 (for sports programmes)
<b>Length of a programme (years)</b>	2 (arts and design programmes) 1 (sports programmes)		
<b>Is it part of compulsory education and training?</b>	 Compulsory education in Spain includes <ul style="list-style-type: none"> <li>• six years in primary school (learners aged 6 to 12)</li> <li>• four years in lower secondary education (ESO in Spanish) (learners aged 12 to 16)</li> </ul>	<b>Is it part of formal education and training system?</b>	
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	Information not available
<b>Is it offered free of charge?</b>	Information not available	<b>Is it available for adults?</b>	Not applicable (learners are already over 18)
<b>ECVET or other credits</b>	VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines. (146)		
<b>Learning forms (e.g. dual, part-time, distance)</b>	Information not available These programmes are offered in schools that are specialised according to the type and level of education in artistic or sports fields and can only be taken face to face.		
<b>Main providers</b>	Main education authority VET providers include public, publicly-funded private and private institutions approved by the competent educational authority.		
<b>Share of work-based learning provided by schools and companies</b>	Information not available		
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	These programmes are offered in schools that are specialised according to the type and level of education in artistic or sports fields		
<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• learners over 18 (for arts and design programmes);</li> <li>• learners over 18 (for sports programmes).</li> </ul>		

<b>Entry requirements for learners (qualification/education level, age)</b>	<b>Arts and design ISCED 554 programmes</b> <ul style="list-style-type: none"> <li>• to gain access to the higher level VET in arts and design, it is necessary to hold the upper secondary qualification (baccalaureate) or equivalent, and pass a specific test to prove knowledge and skills necessary to take advantage of these programmes;</li> <li>• exemption from the test is possible in certain cases, such as: Higher level VET diploma of Plastic Arts and Design of a professional branch related to the programme to undertake or equivalent; Baccalaureate in Arts, Bachelor of Fine Arts, Architecture or Technical Engineering in Industrial Design, Higher Title of Conservation and Restoration of Cultural Property;</li> <li>• in absence of previous requirements, be 19 years old and passing an entry test or be 18 and hold an intermediate level VET diploma in arts and design;</li> <li>• the entry test has two parts: general part dealing with the knowledge and basic skills of the common subjects of the baccalaureate; and a specific part to assess the artistic knowledge and the necessary skills to take advantage of these programmes.</li> </ul> <p><b>Sports programmes:</b></p> <ul style="list-style-type: none"> <li>• upper secondary education qualification (baccalaureate) or equivalent for academic purposes;</li> <li>• sports technician diploma in the corresponding modality or sports;</li> <li>• the baccalaureate diploma can be substituted by passing a test in which maturity is demonstrated in relation to the objectives of the baccalaureate. To take this test, learners have to be 19 years old or 18 years with a diploma in Intermediate level VET in physical and sports activities sector branch;</li> <li>• this test can be substituted by the common part of the test of access to higher level VET programmes;</li> <li>• in addition to the general requirements, each modality may require other conditions, such as accreditation of certain sporting merits or passing of a specific test of the modality or sport specialty.</li> </ul>
<b>Assessment of learning outcomes</b>	<p>Assessment is continuous and takes into account the progress and the academic maturity of the students, in relation to the general objectives and the professional competencies of the programme.</p> <p>The evaluation is carried out by modules, taking as reference their objectives expressed in terms of skills and competences and their respective assessment criteria.</p> <p>The results of the final evaluation of each module are expressed in terms of grades according to a numerical scale from zero to ten. Qualifications equal to or greater than five are considered positive and the rest will be negative.</p> <p>The results of the evaluation of the practical training are expressed in terms of "apt / not apt".</p>
<b>Diplomas/certificates provided</b>	<p>Higher technician diploma plastic arts and design (<i>título de Técnico Superior de Artes Plásticas y Diseño</i>);</p> <p>Higher technician diploma in the modality or sports specialty (<i>Título de técnico deportivo superior en la modalidad o especialidad deportiva</i>).</p>
<b>Examples of qualifications</b>	<p>Modeling and molding ceramics (147) , judo and self defense (148) .</p>
<b>Progression opportunities for learners after graduation</b>	<ul style="list-style-type: none"> <li>• access to higher education;</li> <li>• labour market.</li> </ul>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p>Arts and design or sports programmes, established by decrees, are composed of a set of occupational standards (149) ; each of which includes a set of competence units (UCs). UC is the minimum set of professional skills that can be partially recognised and certified.</p> <p>Competence units acquired either in the VET system or through validation of non-formal learning are individually assessed and certified and may be accumulated towards a full qualification in IVET and CVET.</p>
<b>General education subjects</b>	<p style="text-align: center;"></p>
<b>Key competences</b>	<p style="text-align: center;"></p>
<b>Application of learning outcomes approach</b>	<p style="text-align: center;"></p> <p>VET diploma programmes (established by Royal decrees) are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.</p> <p>National curricula account for 55-65%, the remaining 45-35% of the programme curricula are settled at regional level aligned to local socioeconomic characteristics.</p>
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>&lt;2%</p> <p>In the school year 2016/17, 14 531 students followed higher arts &amp; design or higher sports programmes, out of 818 506 students at education authority VET.</p> <p>94.6% of them were in arts &amp; design and the other 5.4% at sports programmes at this level.</p>

[147] And, in exceptional cases, workers over 16 unable to attend a regular school regime or elite athletes.

[148] All VET studies include a compulsory work placement module (*formación en centros de trabajo* - FCT) that takes place in a company (students with previous work experience may be exempt).

[185] <https://www.sepe.es/HomeSepe/que-es-el-sepe/comunicacion/publicaciones/publicaciones-oficiales/listado-pub-empleo/formacion-profesional-dual-contrato-para-la-formacion-y-el-aprendizaje.html>

- [142] MEyFP (2019). *Las cifras de la educación en España. Curso 2016-2017* (Edición 2019) [*Key figures of education in Spain: academic year 2016/17* (2019 edition)].
- [143] The end of upper secondary education diploma, allowing access to tertiary level academic or vocational studies.
- [144] The list of VET diplomas offered in IVET is available (in Spanish) from the Ministry of Education official website on guidance and VET, MECD. [TodoFP.es](http://www.todofp.es/que-como-y-donde-estudiar.html): Qué, Cómo y Dónde estudiar. <http://www.todofp.es/que-como-y-donde-estudiar.html>. Europass supplements for higher VET Diplomas are available at <http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe/grado-superior-en-ingl-s.html>
- [145] 668 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)

Professional certificate







programmes - level 1

200-540 hours

WBL % vary

ISCED 254

### Professional certificate programmes - level 1 (certificado de profesionalidad (CdP) - nivel 1)

<b>EQF level</b>	The Spanish VET system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	254
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	Not applicable	<b>Usual completion age</b>	Not applicable
<b>Length of a programme (years)</b>	1 (up to) Duration of professional certificates programmes level 1 range from 200 to 540 hours, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year.  Professional certificates programmes are organized by modules (from 30 to 240 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.		
<b>Is it part of compulsory education and training?</b>	 Professional certificate programmes are accessible to learners over 16.	<b>Is it part of formal education and training system?</b>	 The Spanish VET system is governed by the education and employment ministries. Professional certificates are under the authority of the employment ministry. They are regulated by Royal Decree 34/2008. MEYSS (2008).
<b>Is it initial VET?</b>		<b>Is it continuing VET?</b>	
<b>Is it offered free of charge?</b>	 Professional certificates programmes are free of charge for certain groups, within active labour market policies.	<b>Is it available for adults?</b>	

**ECVET or other credits** These programmes are not referenced to ECVET (150) .

**Learning forms (e.g. dual, part-time, distance)**

- school based learning (face to face), including work-based learning at workshops, labs, simulations, etc.;
- through virtual learning environments (e-learning platforms, complemented with face to face learning). The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e-learning training programmes meet the quality criteria set for traditional school-based VET programmes;
- apprenticeships: the purpose of the apprenticeship contract (*contrato para la formación y el aprendizaje*) is the professional qualification of the workers, in a regime of alternating paid work activity in a company, with training activity.

**Main providers**

- public training centres (including integrated training centres and national reference centres–CRN);
- private training centres;
- foundations and intermediate structures created by social partners and NGOs.

All types of providers offering programmes leading to professional certificates (CdPs) (151) must be accredited by the state public employment service (SEPE) or by the regional labour authorities. CdP training centres are listed in an online search engine tool run by SEPE (152) .

CdP programme providers must comply with specific requirements on the recruitment, qualifications and professional experience of trainers; on facilities and technological equipment; and on entry criteria for trainees. These requirements are set by the labour authorities.

<b>Share of work-based learning provided by schools and companies</b>	Varies
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training in the training centre;</li> <li>• compulsory on-the-job training module (<i>módulo de formación práctica en centros de trabajo</i>);</li> <li>• training and apprenticeship contracts.</li> </ul> <p>The learning outcomes of the on-the-job module must be assessed at the workplace.</p> <p>The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, ranging from 5% to 52% of the total workload of the training programme.</p>
<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• young people over 16;</li> <li>• adults.</li> </ul> <p>Most training programmes included in the different subsidised initiatives for unemployed workers are directly linked to obtaining a full or partial professional certificate (<i>certificado de profesionalidad - CdP</i>). The aim is to support skills development and employability.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>Learners must be at least 16 year olds.</p> <p>No other formal access requirements apply for entering level 1 professional certificate programmes (ISCED 254) and learners can move on to the next level in the same field (153) .</p>
<b>Assessment of learning outcomes</b>	<ul style="list-style-type: none"> <li>• to obtain a professional certificate, learners must successfully complete all the training modules (competence units-USs) of that certificate;</li> <li>• in addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) by taking part in one of the national or regional calls for validation and accreditation of non-formal learning;</li> <li>• the learning outcomes to be assessed in each module are related to knowledge as well as practical skills and abilities set in the assessment criteria of each module;</li> <li>• the accredited centres delivering CdP programmes have to submit a training project including the didactic planning and assessment of each training module making up the certificate.</li> </ul> <p>Professional certificates are developed and updated by the state public employment service (SEPE), with the cooperation of the national reference centres; they are issued by the employment authorities (published in the official gazette).</p> <p>Professional certificates have a double effect: they set out training programmes and award a vocational qualification.</p> <p>The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e learning training programmes meet the quality criteria set for traditional school-based VET programmes (154) .</p>
<b>Diplomas/certificates provided</b>	<p>Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of professional qualifications (CNCP) (155) and they are modular in nature (156) . Each professional certificate corresponds to a single occupational standard (157) .</p> <p>Competences units (being the minimum unit to be certified) could be accumulated towards a professional certificate. The modular structure of professional certificates serves a double purpose: tailoring training programmes to a specific job profile, and be used as a guide for the assessment of skills (158) .</p>
<b>Examples of qualifications</b>	<p>CdP level 1 - - Basic operations in accommodations (HOTA0108) / Hospitality and tourism sector branch (159)</p> <p>Operaciones básicas de pisos en alojamientos / <i>Familia Profesional: hostelería y turismo</i></p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of a professional certificate (CdP) level 1 may</p> <ul style="list-style-type: none"> <li>• enter the labour market;</li> <li>• may move on to the next CdP level in limited professional fields;</li> <li>• accumulate (partial) (160) or full CdP certificates towards the acquisition of a VET diploma (through training or validation of prior learning).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Full or partial (161) qualifications (professional certificates - CdPs) may be obtained through validation of non-formal and informal learning. The process is initiated by regional authorities through public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs.</p> <p>The calls lay down which UCs are to be validated, vocational qualifications and sector branches involved, and they may also limit the maximum number of people to be assessed in each UC.</p>
<b>General education subjects</b>	✗
<b>Key competences</b>	✗

Application of learning outcomes approach



VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines

Share of learners in this programme type compared with the total number of VET learners

22.65% of all professional certificates issued in 2017.

CdP level	2017	%
Level 1	24.718	22.65%
Level 2	60.407	55.35%
Level 3	24.021	22.01%
<b>Total</b>	<b>109.146</b>	<b>100%</b>

Source: Data provided by SEPE at 06.7.2018.

[185] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)

[185] *Certificados de Profesionalidad.*

[185] <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoCentro.do>

[185] Cedefop (2019). *Spotlight on VET - 2018 compilation: vocational education and training systems in Europe.* Luxembourg: Publications Office. <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>

[185] Education authority VET programmes curricula may include one or several occupational standards.

[185] [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)

[185] The smallest unit that can be certified is the competence unit (*unidad de competencia* - UC).

[185] In some exceptional cases, an occupational standard has given rise to two CdP programmes.

[185] Links with formal education authority VET programmes: competences units acquired outside the school system may be recognised and exempted when enrolling in a formal VET programme, shortening its duration.







[185] [https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados\\_de\\_profesionalidad/pdf/europass/N1\\_HOTA0108\\_in\\_pub.pdf](https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalidad/pdf/europass/N1_HOTA0108_in_pub.pdf)

[185] CdPs are modular; the minimum unit that can be assessed and certified is the competence unit (partial certificate).

[185] Professional certificates are modular in nature, composed of a set of modules (competence units - UCs), defined at national level. CdPs are listed in the national catalogue of qualifications (CNCP) structured by professional branches.

Professional certificate  
programmes - level 2  
180-920 hours  
WBL % vary  
ISCED 351

### Professional certificate programmes - level 2 certificado de profesionalidad (CdP) - nivel 2

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	351
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	Not available	<b>Usual completion age</b>	Not applicable
<b>Length of a programme (years)</b>	<p>1 (up to)</p> <p>Duration of professional certificates programmes level 2 range from 180 to 920 hours, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year.</p> <p>Professional certificates programmes are organized by modules (from 30 to 430 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.</p>		
<b>Is it part of compulsory education and training?</b>	<p></p> <p>Professional certificate programmes are accessible to learners over 16</p>	<b>Is it part of formal education and training system?</b>	<p></p> <p>The Spanish VET system is governed by the education and employment ministries. Professional certificates are under the authority of the employment ministry. They are regulated by Royal Decree 34/2008. MEYSS (2008).</p>
<b>Is it initial VET?</b>	<p></p>	<b>Is it continuing VET?</b>	<p></p>
<b>Is it offered free of charge?</b>	<p></p> <p>Professional certificates programmes are free of charge for certain groups, within active labour market policies</p>	<b>Is it available for adults?</b>	<p></p>

**ECVET or other credits** These programmes are not referenced to ECVET (162)

**Learning forms (e.g. dual, part-time, distance)**

- School based learning (face to face learning) including work-based learning at workshops, labs, simulations, etc.;
- through virtual learning environments (e-learning platforms, complemented with face to face learning) *The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e-learning training programmes meet the quality criteria set for traditional school-based VET programmes.*
- apprenticeships: the purpose of the apprenticeship contract (*contrato para la formación y el aprendizaje*) is the professional qualification of the workers, in a regime of alternating paid work activity in a company, with training activity.

**Main providers**

- public training centres (including integrated training centres and national reference centres-CRN);
- private training centres;
- foundations and intermediate structures created by social partners and NGO.

All types of providers offering programmes leading to professional certificates (CdPs) (163) must be accredited by the state public employment service (SEPE) or by the regional labour authorities. CdP training centres are listed in an online search engine tool run by SEPE (164) .

Professional certificate programme providers must comply with specific requirements on the recruitment, qualifications and professional experience of trainers; on facilities and technological equipment; and on entry criteria for trainees. These requirements are set by the labour authorities.

<b>Share of work-based learning provided by schools and companies</b>	Varies
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• practical training in the training centre;</li> <li>• compulsory on-the-job training module (<i>módulo de formación práctica en centros de trabajo</i>);</li> <li>• training and apprenticeship contracts.</li> </ul> <p>The learning outcomes of the on-the-job module must be assessed at the workplace.</p> <p>The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, ranging from 5% to 52% of the total workload of the training programme.</p>
<b>Main target groups</b>	<ul style="list-style-type: none"> <li>• young people over 16;</li> <li>• adults.</li> </ul> <p>Most training programmes included in the different subsidised initiatives for unemployed workers are directly linked to obtaining a full or partial professional certificate (<i>certificado de profesionalidad - CdP</i>). The aim is to support skills development and employability.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have completed compulsory education (ESO), or equivalent level studies (165) .
<b>Assessment of learning outcomes</b>	<ul style="list-style-type: none"> <li>• to obtain a professional certificate, learners must successfully complete all the training modules (competence units-USs) of that certificate;</li> <li>• in addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) by taking part in one of the national or regional calls for validation and accreditation of non-formal learning;</li> <li>• the learning outcomes to be assessed in each module are related to knowledge as well as practical skills and abilities set in the assessment criteria of each module;</li> <li>• the accredited centres delivering CdP programmes have to submit a training project including the didactic planning and assessment of each training module making up the certificate.</li> </ul> <p>Professional certificates are developed and updated by the state public employment service (SEPE), with the cooperation of the national reference centres; they are issued by the employment authorities (published in the official gazette).</p> <p>Professional certificates have a double effect: they set out training programmes and award a vocational qualification.</p> <p>The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e learning training programmes meet the quality criteria set for traditional school-based VET programmes (166) .</p>
<b>Diplomas/certificates provided</b>	<p>Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of professional qualifications (CNCP) (167) and they are modular in nature (168) . Each professional certificate corresponds to a single occupational standard (169) .</p> <p>Competences units (being the minimum unit to be certified) could be accumulated towards a professional certificate. The modular structure of professional certificates serves a double purpose: tailoring training programmes to a specific job profile, and be used as a guide for the assessment of skills (170) .</p> <p>These certificates are recognised by the education and labour authorities.</p>
<b>Examples of qualifications</b>	<p>CdP level 2 - Assistance to rail transport passengers (HOTT0112) / Hospitality and tourism sector branch (171) .</p> <p>Atención a pasajeros en transporte ferroviario/ <i>Familia Profesional: hostelería y turismo.</i></p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of a professional certificate (CdP) level 2 may</p> <ul style="list-style-type: none"> <li>• enter the labour market;</li> <li>• may move on to the next CdP level in limited professional fields;</li> <li>• accumulate partial (172) or full CdP certificates towards the acquisition of a VET diploma (through (through training or validation of prior learning).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Full or partial (173) qualifications (professional certificates - CdPs) may be obtained through validation of non-formal and informal learning. The process is initiated by regional authorities through public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs.</p> <p>The calls lay down which UCs are to be validated, vocational qualifications and sector branches involved, and they may also limit the maximum number of people to be assessed in each UC.</p>
<b>General education subjects</b>	✗

Key competences



Application of learning outcomes approach



VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECET guidelines

Share of learners in this programme type compared with the total number of VET learners

55.35% of all professional certificates issued in 2017.







CdP level	2017	%
Level 1	24.718	22.65%
Level 2	60.407	55.35%
Level 3	24.021	22.01%
<b>Total</b>	<b>109.146</b>	<b>100%</b>

Source: Data provided by SEPE at 06.7.2018.

- [185] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)
- [185] *Certificados de Profesionalidad.*
- [185] <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoCentro.do>
- [185] Cedefop (2019). *Spotlight on VET - 2018 compilation: vocational education and training systems in Europe.* Luxembourg: Publications Office. <https://www.cedefop.europa.eu/en/publications-and-resources/publications/4168>
- [185] Education authority VET programmes curricula may include one or several occupational standards.
- [185] [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)
- [185] The smallest unit that can be certified is the competence unit (*unidad de competencia* - UC).
- [185] In some exceptional cases, an occupational standard has given rise to two CdP programmes.
- [185] Links with formal education authority VET programmes: competences units acquired outside the school system may be recognised and exempted when enrolling in a formal VET programme, shortening its duration.
- [185] [https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados\\_de\\_profesionalidad/pdf/europass/N2\\_HOTT0112\\_in\\_pub.pdf](https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalidad/pdf/europass/N2_HOTT0112_in_pub.pdf)
- [185] CdPs are modular; the minimum unit that can be assessed and certified is the competence unit (partial certificate).
- [185] Professional certificates are modular in nature, composed of a set of modules (competence units - UCs), defined at national level. CdPs are listed in the national catalogue of qualifications (CNCP) structured by professional branches.

Professional certificate  
programmes - level 3  
240-1 110 hours  
WBL % vary  
ISCED 453

### Professional certificate programmes - level 3 certificado de profesionalidad (CdP) - nivel 3

<b>EQF level</b>	The Spanish education system is not referenced to EQF levels.	<b>ISCED-P 2011 level</b>	453
<b>Usual entry grade</b>	Not applicable	<b>Usual completion grade</b>	Not applicable
<b>Usual entry age</b>	Not applicable	<b>Usual completion age</b>	Not applicable
<b>Length of a programme (years)</b>	<p>1 (up to)</p> <p>Duration of professional certificates programmes level 3 range from 240 to 1 110 hours, according to the structure of competences and learning outcomes to be acquired without reference to a specific academic year.</p> <p>Professional certificates programmes are organized by modules (from 30 to 360 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.</p>		
<b>Is it part of compulsory education and training?</b>	<p></p> <p>Professional certificate programmes are accessible to learners over 16</p>	<b>Is it part of formal education and training system?</b>	<p></p> <p>The Spanish VET system is governed by the education and employment ministries. Professional certificates are under the authority of the employment ministry. They are regulated by Royal Decree 34/2008. MEYSS (2008).</p>
<b>Is it initial VET?</b>	<p></p>	<b>Is it continuing VET?</b>	<p></p>
<b>Is it offered free of charge?</b>	<p></p> <p>Professional certificates programmes are free of charge for certain groups, within active labour market policies.</p>	<b>Is it available for adults?</b>	<p></p>

**ECVET or other credits** These programmes are not referenced to ECVET (174) .

**Learning forms (e.g. dual, part-time, distance)**

- school based learning (face to face learning) including work-based learning at workshops, labs, simulations, etc;
- through virtual learning environments (e-learning platforms, complemented with face to face learning) *The regulation specifies which CdP programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e-learning training programmes meet the quality criteria set for traditional school-based VET programmes.*
- apprenticeships: the purpose of the apprenticeship contract (*contrato para la formación y el aprendizaje*) is the professional qualification of the workers, in a regime of alternating paid work activity in a company, with training activity.

**Main providers**


- public training centres (including integrated training centres and national reference centres-CRN);
- private training centres;
- foundations and intermediate structures created by social partners and NGOs.

All types of providers offering programmes leading to professional certificates (CdPs) (175) must be accredited by the state public employment service (SEPE) or by the regional labour authorities. CdP training centres are listed in an online search engine tool run by SEPE (176) .

CdP programme providers must comply with specific requirements on the recruitment, qualifications and professional experience of trainers; on facilities and technological equipment; and on entry criteria for trainees. These requirements are set by the labour authorities.

<b>Share of work-based learning provided by schools and companies</b>	Varies
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>practical training in the training centre;</li> <li>compulsory on-the-job training module (<i>módulo de formación práctica en centros de trabajo</i>);</li> <li>training and apprenticeship contracts;</li> </ul> <p>The learning outcomes of the on-the-job module must be assessed at the workplace.</p> <p>The duration of the on-the-job training module depends on the profile and occupations included in the curriculum of each diploma, ranging from 5% to 52% of the total workload of the training programme.</p>
<b>Main target groups</b>	<ul style="list-style-type: none"> <li>young people over 16;</li> <li>adults.</li> </ul> <p>Most training programmes included in the different subsidised initiatives for unemployed workers are directly linked to obtaining a full or partial professional certificate (<i>certificado de profesionalidad - CdP</i>). The aim is to support skills development and employability.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	Learners must have completed upper secondary education (Bachillerato), or equivalent level studies (177) .
<b>Assessment of learning outcomes</b>	<ul style="list-style-type: none"> <li>to obtain a professional certificate, learners must successfully complete all the training modules (competence units-USs) of that certificate;</li> <li>in addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) by taking part in one of the national or regional calls for validation and accreditation of non-formal learning;</li> <li>the learning outcomes to be assessed in each module are related to knowledge as well as practical skills and abilities set in the assessment criteria of each module;</li> <li>the accredited centres delivering CdP programmes have to submit a training project including the didactic planning and assessment of each training module making up the certificate.</li> </ul> <p>Professional certificates are developed and updated by the state public employment service (SEPE), with the cooperation of the national reference centres; they are issued by the employment authorities (published in the official gazette).</p> <p>Professional certificates have a double effect: they set out training programmes and award a vocational qualification.</p> <p>The regulation specifies which professional certificate programmes can be delivered online, how many hours have to be face to face, and the requirements for the accreditation of e-learning platforms and tutors, as well as the evaluation and assessment procedures to ensure that e learning training programmes meet the quality criteria set for traditional school-based VET programmes (178) .</p>
<b>Diplomas/certificates provided</b>	<p>Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of professional qualifications (CNCP) (179) and they are modular in nature (180) . Each professional certificate corresponds to a single occupational standard (181) .</p> <p>Competences units (being the minimum unit to be certified) could be accumulated towards a professional certificate. The modular structure of professional certificates serves a double purpose: tailoring training programmes to a specific job profile, and be used as a guide for the assessment of skills (182) .</p> <p>These certificates are recognised by the education and labour authorities.</p>
<b>Examples of qualifications</b>	<p><i>CdP level 3 - Process management in restaurant and catering services (HOTR0409) / Hospitality and tourism sector branch (183)</i></p> <p><i>Gestión de procesos de servicio en restauración / Familia Profesional: hostelería y turismo</i></p>
<b>Progression opportunities for learners after graduation</b>	<p>Holders of a professional certificate (CdP) level 3 may</p> <ul style="list-style-type: none"> <li>enter the labour market;</li> <li>accumulate (partial) (184) or full CdP certificates towards the acquisition of a VET diploma (through training or validation of prior learning).</li> </ul>
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	<p>✓</p> <p>Full or partial (185) qualifications (professional certificates - CdPs) may be obtained through validation of non-formal and informal learning. The process is initiated by regional authorities through public calls for validation of non-formal and informal learning, depending on local or sectoral labour market needs.</p> <p>The calls lay down which UCs are to be validated, vocational qualifications and sector branches involved, and they may also limit the maximum number of people to be assessed in each UC.</p>
<b>General education subjects</b>	✗

Key competences 

Application of learning outcomes approach 

VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines

Share of learners in this programme type compared with the total number of VET learners 22.01% of all professional certificates issued in 2017

CdP level	2017	%
Level 1	24.718	22.65%
Level 2	60.407	55.35%
Level 3	24.021	22.01%
<b>Total</b>	<b>109.146</b>	<b>100%</b>

Source: Data provided by SEPE at 06.7.2018.

- [185] [https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet\\_en](https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en)
- [185] *Certificados de Profesionalidad*.
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- [185] Education authority VET programmes curricula may include one or several occupational standards.
- [185] [https://incual.mecd.es/documents/35348/0/folleto\\_incual\\_2015\\_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19](https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19)
- [185] The smallest unit that can be certified is the competence unit (*unidad de competencia* - UC).
- [185] In some exceptional cases, an occupational standard has given rise to two CdP programmes.
- [185] Links with formal education authority VET programmes: competences units acquired outside the school system may be recognised and exempted when enrolling in a formal VET programme, shortening its duration.
- [185] [https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados\\_de\\_profesionalidad/pdf/europass/N3\\_HOTR0409\\_in\\_pub.pdf](https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalidad/pdf/europass/N3_HOTR0409_in_pub.pdf)
- [185] CdPs are modular; the minimum unit that can be assessed and certified is the competence unit (partial certificate).
- [185] Professional certificates are modular in nature, composed of a set of modules (competence units - UCs), defined at national level. CdPs are listed in the national catalogue of qualifications (CNCP) structured by professional branches.

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