

What is required for the actual use and potential benefit of learning outcomes in practice?

The actual use and potential benefit of learning outcomes in practice in Spain responds to the **new framework** which regulates vocational training in the country.

The Organic Law 3/2022, of March 31, on the organization and integration of Vocational Training (BOE of April 1) has just come into force **replacing the previous one**, the Organic Law 5/2002, of June 19, of qualifications and vocational training.

There is not only a **20-year time gap** between the two VET regulations, but also a significant development of vocational training in Spain, both in terms of supply and demand, as it can be seen in Charts 1 and 2.

Chart 1.- Evolution of demand in VET in Spain

	Academic year 2002-03	Academic year 2020-21	Evolution %
Total students	6.843.646	9.129.911	33,4
VET	459.528	985.431	114,4
Middle grade	224.486	358.870	59,9
Superior grade	229.755	508.290	121,2
Online middle	993	42.196	4.149,3
Online superior	1.579	101.420	6.323,1
High School (bachillerato)	654.655	687.084	5,0

Source: Ministry of Education and Vocational Trade

Chart 2.- Supply of VET

	Total	Level 1	Level 2	Level 3
Qualifications	739	76	339	324
Competence units	2.442	228	1.047	1.167
Titles VET	185	34	62	89
Specialization courses	18		4	14
Certificates of VET	582	79	249	253

The new Law pays special attention, like the previous one, to **learning outcomes** in practice. In fact, the new framework is based in the Catalogue of Competence Standards and the Catalogue of Modular Vocational Training.

A revision of the text of the Law allows to identify **learning outcomes in 20 articles + Preamble of the Law**, which acquires, if possible, a greater relevance with respect to the 2002 Law. This decalogue helps to understand how the new Law promotes **learning outcomes** in practice.

1.- The professional modules of the Modular Vocational Training Catalogue will allow, due to their design, to identify the training linked to each element of the standard of competence and must detail, at least: a) The **learning outcomes** linked to the elements of each standard of professional competence.

2.- Titles, certificates and accreditations derived from vocational training offers will be official and valid throughout the national territory, provided that they include, at least, one **learning outcome** from the Modular Vocational Training Catalogue.

3.- General VET training offers, establishes again that “all of them must be defined by: b) The **learning outcomes**”.

4.- Particularly, the evaluation must verify the acquisition of **learning outcomes** in the quality conditions established in the basic elements of the curriculum. The evaluation system of any offer included in the Vocational Training System “will be adapted to the different learning methodologies and must be based on the verification of the **learning outcomes**”.

5.-The structure and duration of each Grade A training offer will be established taking into account the hourly load of the training that corresponds to the **learning outcome** or outcomes of the corresponding professional module.

6.- VET Cycles will have a modular organization, “which integrates the appropriate **learning outcomes** for the various professional fields”.

7.- The intermodular project of the VET Cycles will have an integrative nature of the knowledge incorporated in the professional modules, with special attention to search elements of information, innovation, applied research and entrepreneurship, “linked to the **learning outcomes** of the former”.

8.- For dual training, the offers of Grades C, D and E “will be organized in such a way as to guarantee the development of the **learning outcomes** contemplated in each training between the vocational training centre and in the workplace”. Both centres will be co-responsible, acting on the basis of an agreement between them regarding the development of the curricular content and the **learning outcomes** which are worked on jointly.

9.- Each person in training “will have a Training Plan, which, at a minimum, details and that b) the decision, coordinated from the vocational training centre, regarding the **learning outcomes** to be addressed in the company or equivalent body and in the vocational training centre”, specifying those that must be developed in one, the other or in both places of training, as well as, when the training in a company or equivalent organization is carried out by a group of these, the learning outcomes to be addressed in each one of them.

10.- In dual training, vocational training centres will define, together with the companies or equivalent organizations, “the identification of the **learning outcomes** included in the curriculum”.

An example, **VET Titles are expressed in term of learning outcomes.**

Title of Superior Technician in Administration and Finance

Royal Decree 1584/2011, of November 4, which establishes the Title of Superior Technician in Administration and Finance and establishes its minimum teachings. Published in «BOE» no. 301, December 15, 2011, pages 136657 to 136731 (75 pages)

ORIGINAL TEXT

CHAPTER I General provisions

CHAPTER II Identification of the title, professional profile, professional environment and prospective of the title in the sector or sectors

Article 4. General jurisdiction.

Article 5. Professional, personal and social skills.

Article 6. List of qualifications and competency units of the National Catalog of Professional Qualifications included in the title.

1. Full professional qualifications:

2. Incomplete professional qualification:

Article 7. Professional environment.

1. People who obtain this degree carry out their activity both in large and in medium and small companies, in any sector of activity, particularly in the services sector, as well as in public administrations.

2. The most relevant occupations and jobs are the following:

- Office administrative.
- Commercial administrative.
- Financial administrative.
- Administrative accounting.
- Logistics manager.
- Banking and insurance administrative.
- Administrative human resources.
- Administrative of the Public Administration.
- Administrative of legal, accounting, labor, tax or management consultancies.
- Technician in collection management.
- Responsible for customer service.

Article 8. Prospective title in the sector or sectors.

CHAPTER III Teachings of the training cycle and basic parameters of context

Article 9. General objectives.

Article 10. Professional modules.

Article 11. Spaces and equipment.

Article 12. Teachers.

CHAPTER IV Access and link to other studies, and correspondence of professional modules with the units of competence

Article 13. Preferences for access to this training cycle in relation to the modalities and high school subjects studied.

Article 14. Access and link to other studies.

Article 15. Validations and exemptions.

Article 16. Correspondence of the professional modules with the units of competence for their accreditation, validation or exemption.

Additional provisions Reference of the degree in the European framework, Distance offer of this degree, Equivalent qualifications and link with professional training, Regulation of the exercise of the profession, Equivalences for teaching purposes in the selective procedures for admission to the Corps of Technical Professors of Vocational Training, Universal accessibility in the teachings of this title.

Temporary provisions Applicability of other regulations.

Repealing provisions Repeal of regulations.

Final provisions Competence title, Implementation of the new curriculum, Entry into force.

ANNEX I

Professional Modules

Professional Module: Management of legal and business documentation.

Equivalence in ECTS credits: 6

Code: 0647

Learning outcomes and evaluation criteria.

1. Characterizes the structure and organization of public administrations established in the Spanish Constitution and the EU, recognizing the bodies, institutions and people that comprise them.

Evaluation criteria:

- a) The public powers established in the Spanish Constitution and their respective functions have been identified.
 - b) The governing bodies of each of the public powers have been determined, as well as their functions, in accordance with their specific legislation.
 - c) The main governing bodies of the executive power of the regional and local administrations have been identified, as well as their functions.
 - d) The structure and basic functions of the main institutions of the European Union have been defined.
 - e) The functions or powers of the bodies and the regulations applicable to them have been described.
 - f) The relationships between the different bodies of the European Union and the rest of the national Administrations have been described, as well as the impact of European regulations on the national one.
2. Periodically updates the legal information required by the business activity, selecting the legislation and jurisprudence related to the organization.

Summary

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