



VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

SPAIN

SYSTEM DESCRIPTION



VET IN EUROPE 2022

Cedefop; Fundae (2022). Vocational education and training in Europe - Spain: system description [From Cedefop; ReferNet. Vocational education and training in Europe database]. <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/spain-u2>

Contributors: Inés Sancha Gonzalo, Sofia Gutiérrez Dewar (ReferNet Spain), officials from the Ministry of Education and Vocational Training, State public employment service (SEPE) and Fundae, and Vicky Oraiopoulou (Cedefop).

© Cedefop and Fundae (ReferNet Spain), 2022

Reproduction is authorised, provided the source is acknowledged.

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.
 - Intermediate VET programmes (FP de grado medio - Título de Técnico), ISCED 354..
 - Arts and design or sports programmes (Grado Medio de Artes Plásticas y Diseño o Grado Medio de Enseñanzas Deportivas), ISCED 354..
 - Higher VET programmes (FP de grado superior - título de Técnico Superior), 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.
 - 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.
 - Specialisation courses (Cursos de Especialización), ISCED 554.
 - Specialisation courses (Cursos de Especialización), ISCED 354.
- References.

CHAPTER 1.

Summary of main elements and distinctive features of VET

Summary of main elements (1)

Initial vocational education and training (VET) is the responsibility of the education authorities. Continuing training is the responsibility of education and employment authorities, sharing the same consultation bodies but having their own respective governance and objectives.

Employment authorities are responsible for training programmes addressing companies' and worker's (employed and unemployed) skills needs, employment-training schemes and the regulation of apprenticeships contracts.

The General Council for Vocational Training is the national government advisory body on VET policy; it comprises representatives of national and regional public authorities, employer organisations and trade unions. Stakeholders collaborate in the design of occupational standards in all sectors of the economy and are involved in VET qualifications design.

Initial VET offers upper secondary (basic and intermediate) and higher VET qualifications as part of the education system. Programmes last 2 years (2 000 hours) and include work-based learning in a company and at a VET school:

1. basic programmes (ISCED 353) are available in the last year of compulsory education, to learners aged 15 or 16. They allow students at risk of leaving education without qualifications to develop their basic skills, prepare for an occupation (such as agro-gardening) and obtain a basic VET qualification. Students may move on to upper secondary VET and, in some cases, also attain the compulsory secondary qualification opening up the general education path;
2. intermediate programmes can begin at age 16, after compulsory education. These lead to technician qualifications at ISCED 354 (such as cookery and gastronomy). Access to higher VET in the same field of study is possible, via an admission procedure;
3. at tertiary level, higher programmes (ISCED 554) lead to an advanced technician qualification (such as logistics coordinator). Graduates can progress to bachelor programmes through an admission procedure.

Graduates from intermediate and higher VET programmes can take on specialisation courses in the same field of studies to broaden occupation-specific skills and acquire digital skills in line with the emerging needs of the economy.

In dual VET delivery (apprenticeship contracts or other alternance schemes) programme duration may be up to 3 years with a minimum of 33% of training spent at the company.

Specific training programmes in arts and design and in sports are offered (4% of the VET population in 2019/20).

Adults can enrol in the same IVET programmes as young people (basic, intermediate and higher VET). Minors over 16 and adults in adult education may enrol in programmes delivered by authorised VET providers (2) to acquire a professional certificate corresponding to an occupational profile (*certificados de profesionalidad*); programmes may be combined with an apprenticeship contract (only for learners aged 16 to 25). No 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. Level 2 (ISCED 351) and level 3 (ISCED 453) programmes are accessible to those having completed, respectively, compulsory and upper secondary, or equivalent level (3) studies. Duration varies according to the learning outcomes at each level (from 180 to 1 110 hours); access to the next level is possible in the same professional field. All three levels comprise a compulsory on-the-job training module, of variable duration.

The Spanish VET system is modular, allowing recognition and transfer of (units of) competences gained in one VET programme to another, shortening its duration. Units of competences may

also be acquired through validation of prior learning. Training is offered by accredited public and private institutions.

Non-formal VET includes a wide range of courses, designed for different needs and skill profiles, allowing upskilling or reskilling. It may be financed through public funds (mainly from company and worker contributions to social security). Publicly funded programmes (specialties) not linked to the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales*, CNCP) are included in a catalogue of training specialties of the State public employment service and providers have to be registered as such.

Distinctive features (4)

The national system for qualifications and vocational training is the umbrella for VET programmes inside and outside the education system, leading to qualifications awarded by the education authorities. VET and professional certificate programmes take as reference the occupational standards of the CNCP, allowing mutual recognition of some parts of the training (modules).

VET programmes are modularised, allowing partial certification and re-engagement from a lifelong learning perspective, and include compulsory workplace learning at the end of, or during, studies. Learners need to pass all modules to obtain the relevant qualification. VET programmes using online or virtual learning environments and platforms are increasing to ease access to VET.

Vocational qualifications can be obtained by successfully completing IVET or CVET programmes or by validating skills acquired through non-formal and informal learning or work experience. Individuals can at any time request public authorities to have their skills validated. The common procedure for validation of competences allows citizens to engage in further learning and acquire full qualifications (IVET qualifications or professional certificates). Key competences tests have been developed for higher VET programmes and professional certificate access.

-
- [1] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>
 - [2] not offering formal VET programmes, as well as integrated centres offering both formal and not formal VET programmes
 - [3] programmes delivered in the previous education system structures or offered by other countries at the same level of studies
 - [4] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>

CHAPTER 2.

Main challenges and policy responses

Vocational training is at the core of policy measures in the education, labour and economic spheres. The strategic Plan for the modernisation of vocational training, presented in 2020, aims to improve VET standards and make VET more attractive to young people by introducing flexible learning paths in secondary education and VET programmes and upgrading and developing new programmes to meet the demands of the future of work.

The reform of continuing vocational training schemes for employment (*sistema de formación profesional para el empleo*) (2015) aimed to increase continuing VET quality and improve management of public funds. It gave rise to the accreditation of VET providers offering training leading to formal qualifications, and the implementation of the register of training specialties, introducing better monitoring of training outcomes and fostering transition to employment. Social partners and regional authorities are involved in continuous quality assurance of VET.

Current VET policy focuses on the modernisation and continuous updating of vocational training to ensure learning opportunities for the entire population through a unified, flexible, and easily accessible VET system: improving qualification levels and employability; driving innovation and entrepreneurship in VET; enhancing dual VET; and assessing the VET system to improve its quality and efficiency (5).

[5] Based on Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/doi/10.2801/667443>

CHAPTER 3.

External factors influencing VET

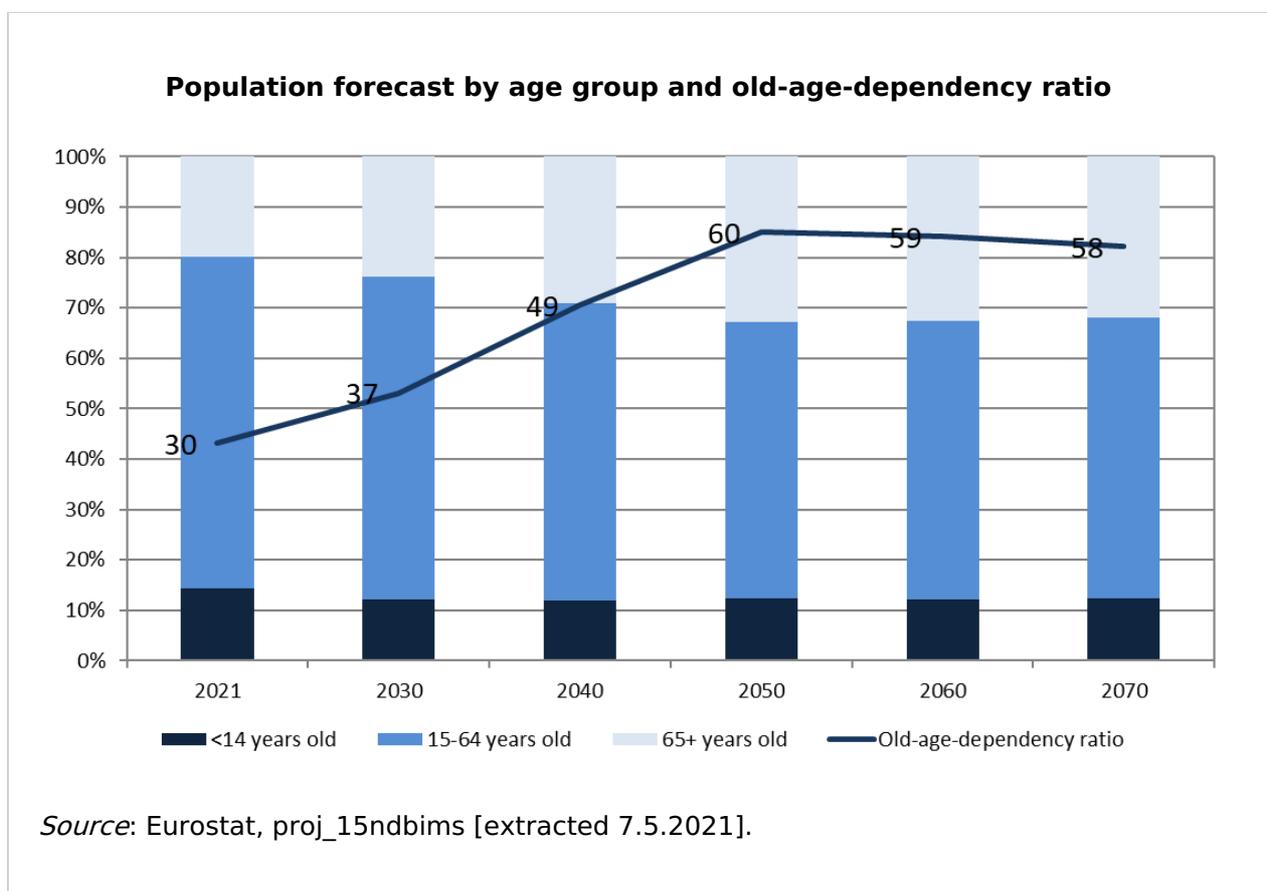
3.1 Demographics

Population in 2021: 47 394 223 (6)

Population has increased slightly, continuing the upward trend of the last 5 years (+2.1% since 2016) (7). The rise is partly thanks to positive net migration since 2016, with over 5 million foreigners living in Spain (11% of the population).

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

The old-age-dependency ratio is expected to increase from 30 in 2021 to 58 in 2070 (8).



Demographic changes have an impact on VET.

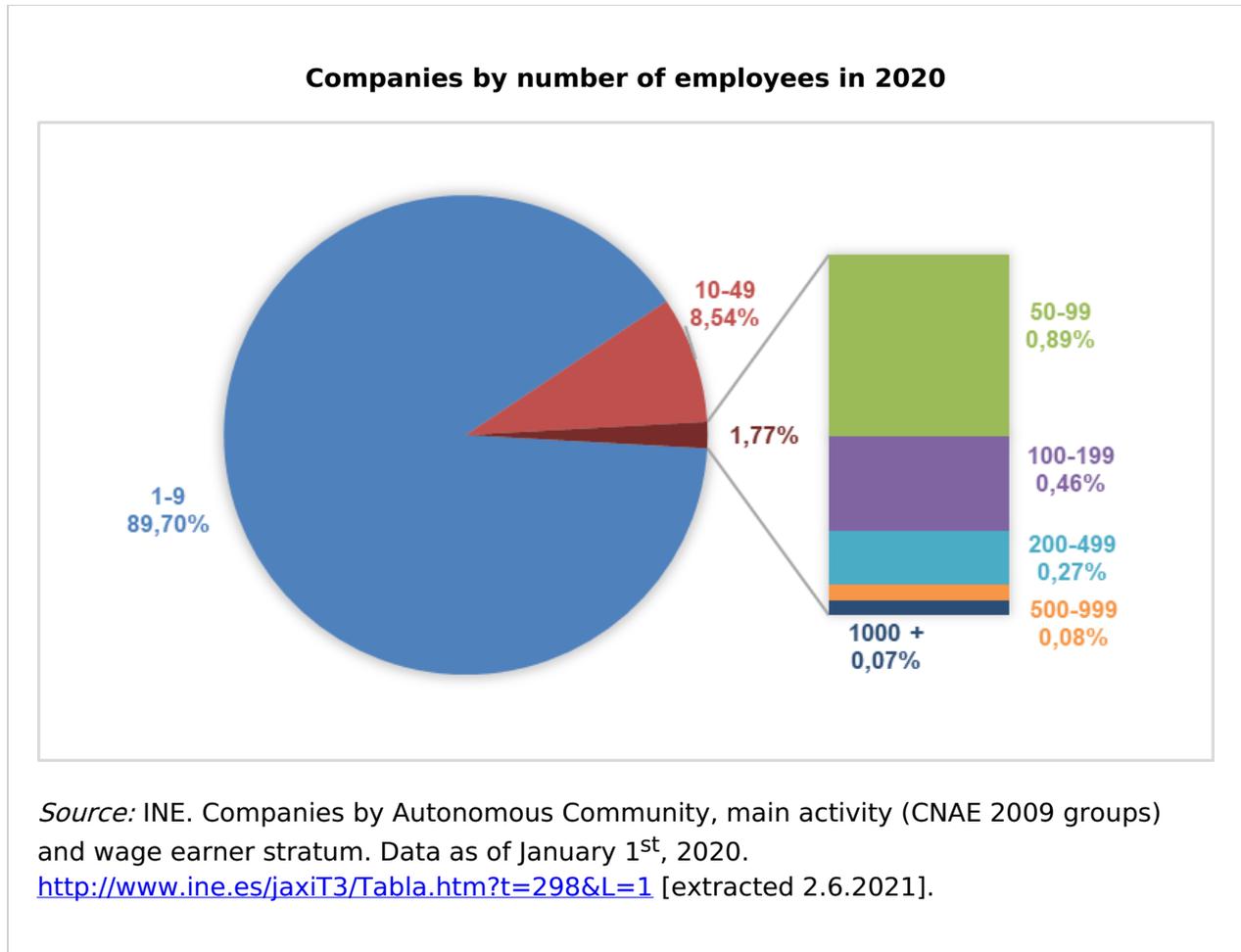
Medium-term forecasts indicate a need for people qualified through VET (9) as an important share of job openings will mainly come from the replacement of workers retiring or changing occupations, and not so many due to new occupations.

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 bilingual VET programmes in a foreign language.

3.2 Economics

In 2020, most companies are micro companies with fewer than 10 employees (89.7%), see figure below. Adding in companies without employees, 99.2% of businesses have fewer than 50 employees or none.



Spain was the 14th largest economy in the world in 2020 (10).

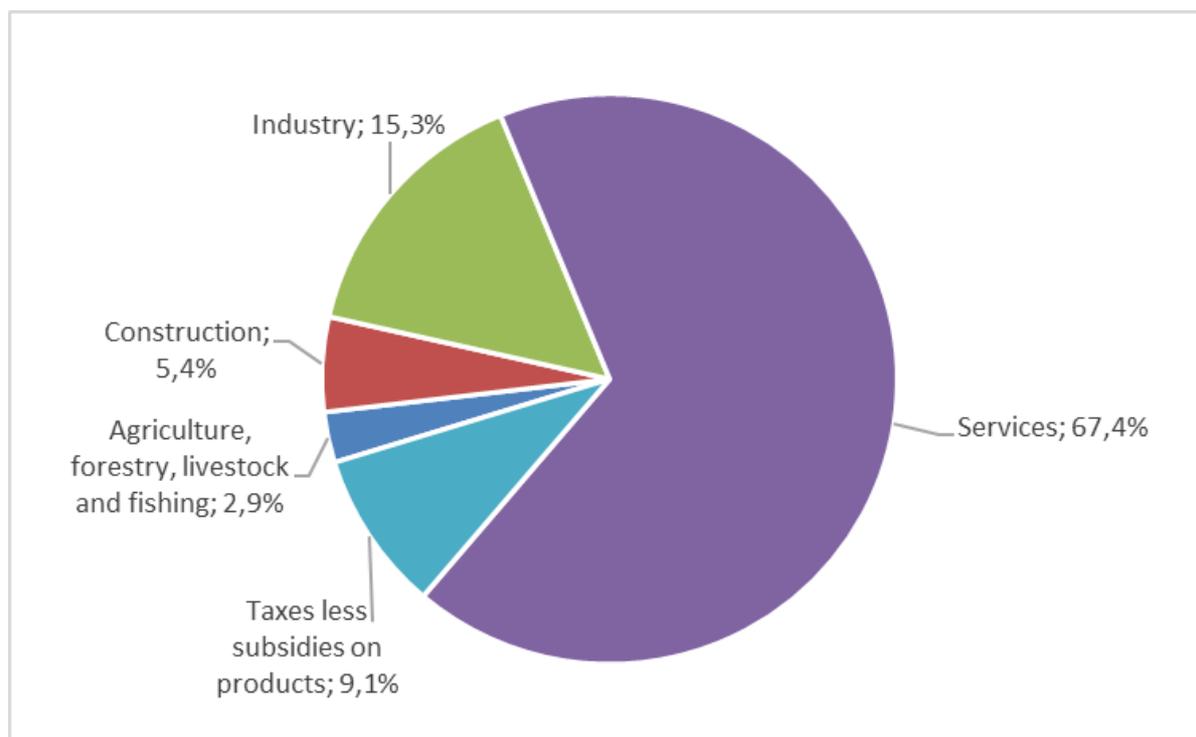
The Spanish economy shows an increasing evolution towards a service economy, which represents around 67% in terms of GDP and 75% in terms of employment. Among its activities, those related to tourism, education and health stand are prominent.

The country's secondary economic activities account for 15.3% of GDP and 14.1% of employment. The automotive sector and the pharmaceutical industry are the most important industrial sectors.

Construction remains a strong driver of the Spanish economy, accounting for 5.4% of GDP value and 6.5% of employment.

The primary sector represents only 2.9% of the country's total economic activity, but 4% of employment, with the olive and wine sectors, and organic production prominent (11).

GDPmp according to components 2021Q1 (%) (supply approach)



Source: INE GDP mp Supply (Current prices). Extracted: 16.6.2021.

<https://www.ine.es/jaxiT3/Tabla.htm?t=30678&L=1>.

The path of economic recovery after the 2008 downturn was broken in 2020 by the COVID-19 pandemic. The services sector was hit hard, especially the tourism industry (which accounts for around 12% of the country's economy).

All economic sectors experienced a fall in employment in 2020, with a 2.9% decline in the share of employees compared to 2019. Employment dropped in all branches of economic activity (Table below).

Employees by economic activity in 2020

Employed	%	Variation
----------	---	-----------

Total	100	-2.9
--------------	------------	-------------

Agriculture	4.0	-4.0
-------------	-----	------

Industry	14.1	-2.3
----------	------	------

Construction	6.5	-2.6
--------------	-----	------

Services	75.5	-1.0
----------	------	------

Source: INE. Employees by economic sector 2020 (average). Extracted 16.6.2021.

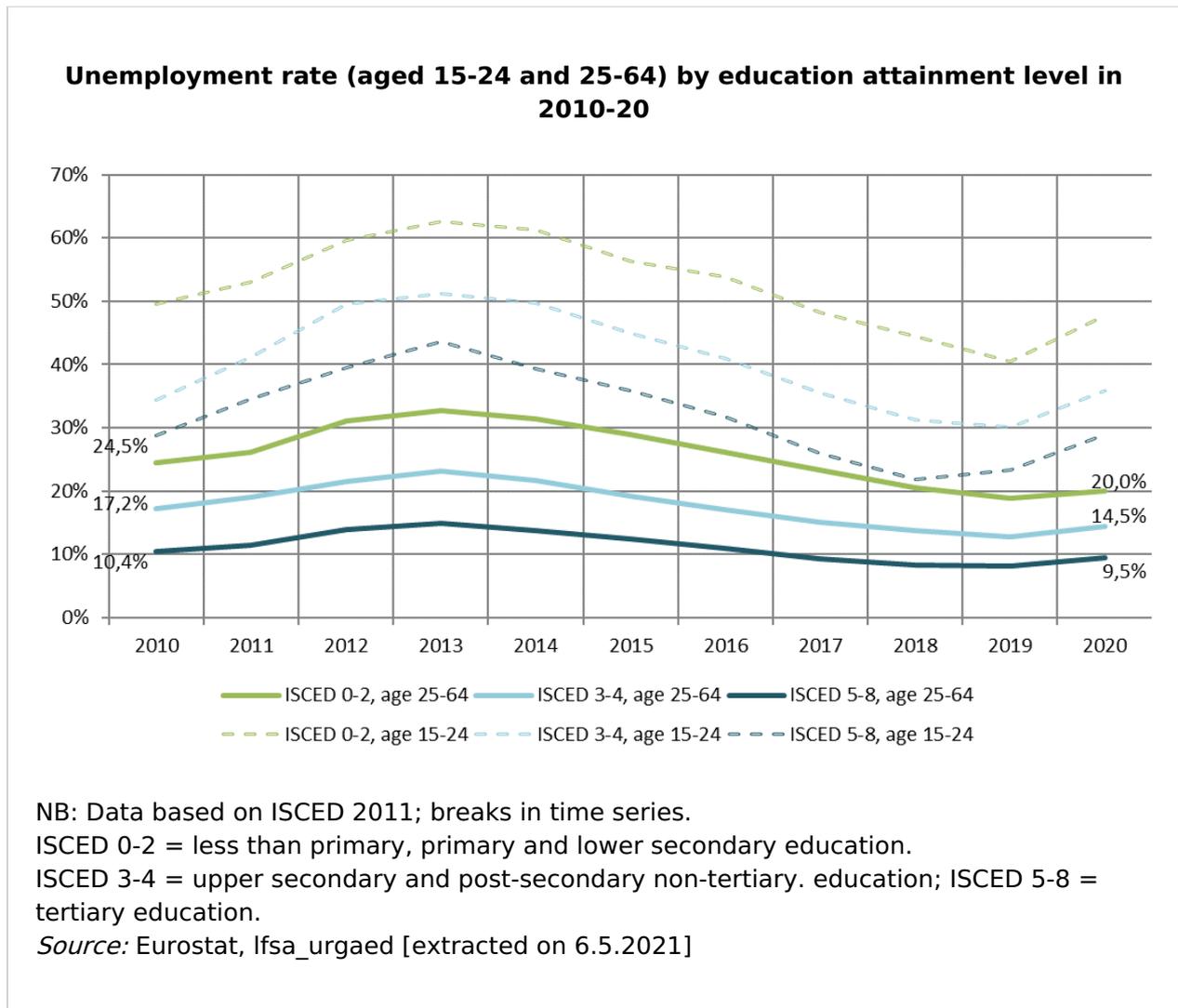
<https://www.ine.es/jaxiT3/Tabla.htm?t=4228&L=0>.

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. Regional authorities are responsible for issuing certificates of professional competence, which can be obtained by accrediting a full vocational qualification (VET diploma or professional certificate) or partial qualification (units of competence, UC); in some specific training is followed by a test. Training providers in such cases must be recognised or certified by the authority in charge.

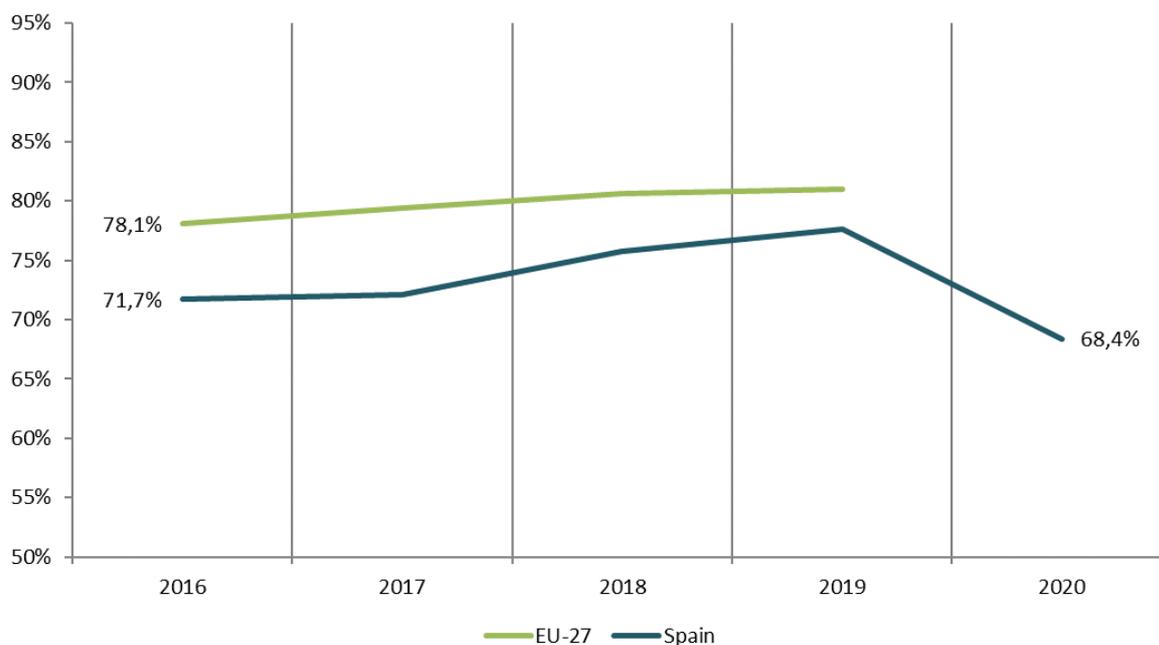
The total unemployment rate (12) in 2020 was 14.0% (6.2% in EU-27); it has decreased by 3.9 percentage points since 2016 (13).



Unemployment rates correlate with education attainment and are higher among young people. Although unemployment has been steadily falling since 2013, in 2020 at ISCED levels 3 and 4 (where most VET learners are found) it is still considerably high. For those aged 15 to 24 it is more than twice as high as in the total population with the same level of qualification (14).

The employment rate of 20 to 34 year-old VET graduates fell from 71.7% in 2016 to 68.4% in 2020, breaking the upward trend until the pandemic crisis.

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_lfse_24 [extracted 6.5.2021].

In 2016-20, the fall in percentage of employment of 20 to 34 year-old VET graduates was higher (+3.3 pp) compared to that for all 20 to 34 year-old graduates (-0.8 pp) in the same period (15).

[6] NB: Provisional population data as of 1 January 2021. Eurostat table tps00001 [extracted 27.7.2021].

[7] NB: Provisional population data as of 1 January 2021. Eurostat table tps00001 [extracted 27.7.2021].

[8] 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).

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

[10] Based on data from the World Bank (GDP - current US\$).
https://data.worldbank.org/indicator/NY.GDP.MKTP.CD?most_recent_value_desc=true

[11] INE GDP mp Supply (Current prices). Extracted: 16.6.2021.
<https://www.ine.es/jaxiT3/Tabla.htm?t=30678&L=1>

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

[13] Eurostat table une_rt_a [extracted 6.5.2021].

[14] 35.9% and 14.5% respectively.

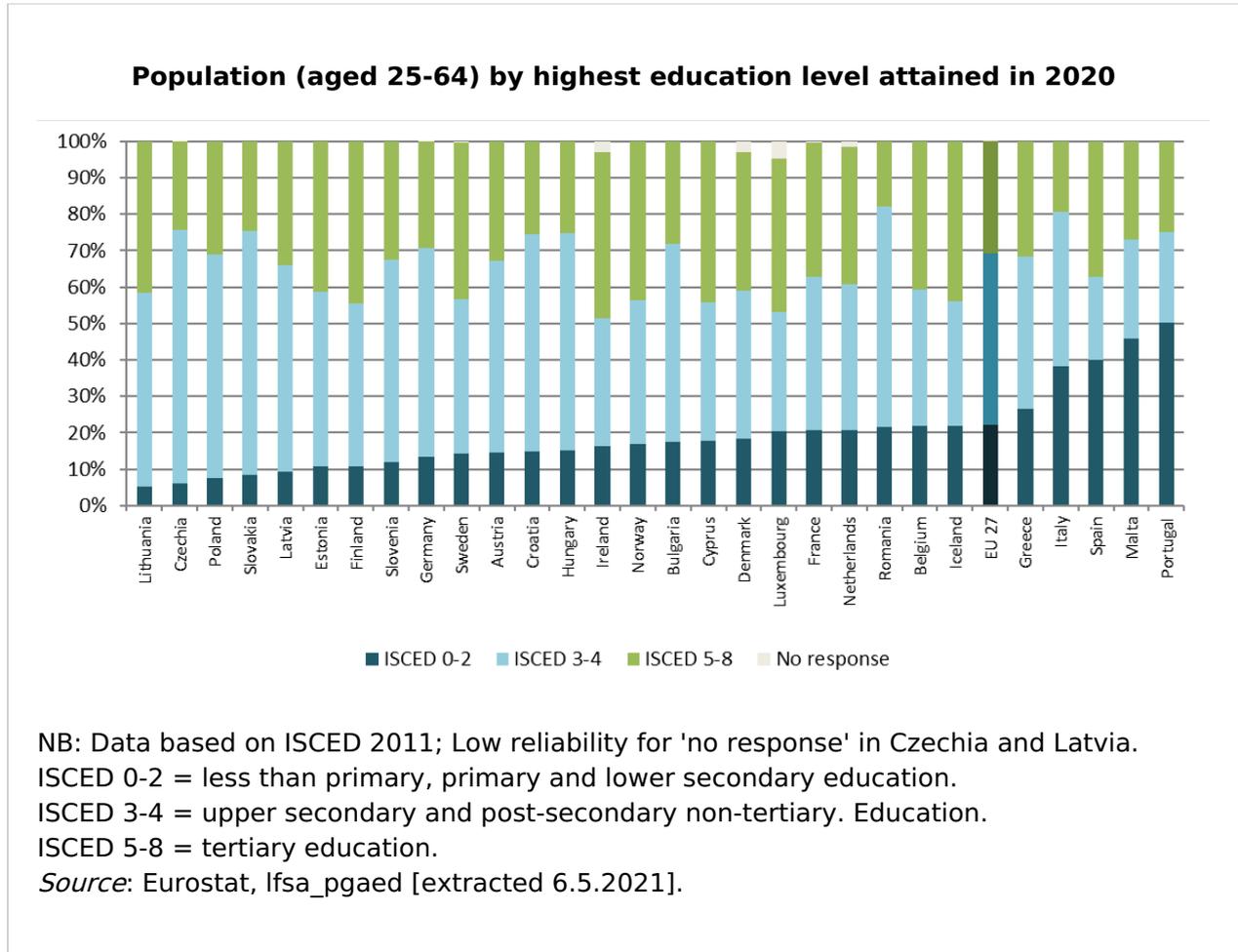
[15] NB: Break in series. Eurostat table edat_lfse_24 [extracted 6.5.2021].

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) (39.7%) is higher in Spain than in the EU-27 (34.0%). In contrast, the share of those with medium-level qualifications (ISCED 3-4) is the lowest (23.2%) in the EU-27 while the share of those up to 64 with no or low qualifications was 37.1%, one of the highest in the EU.



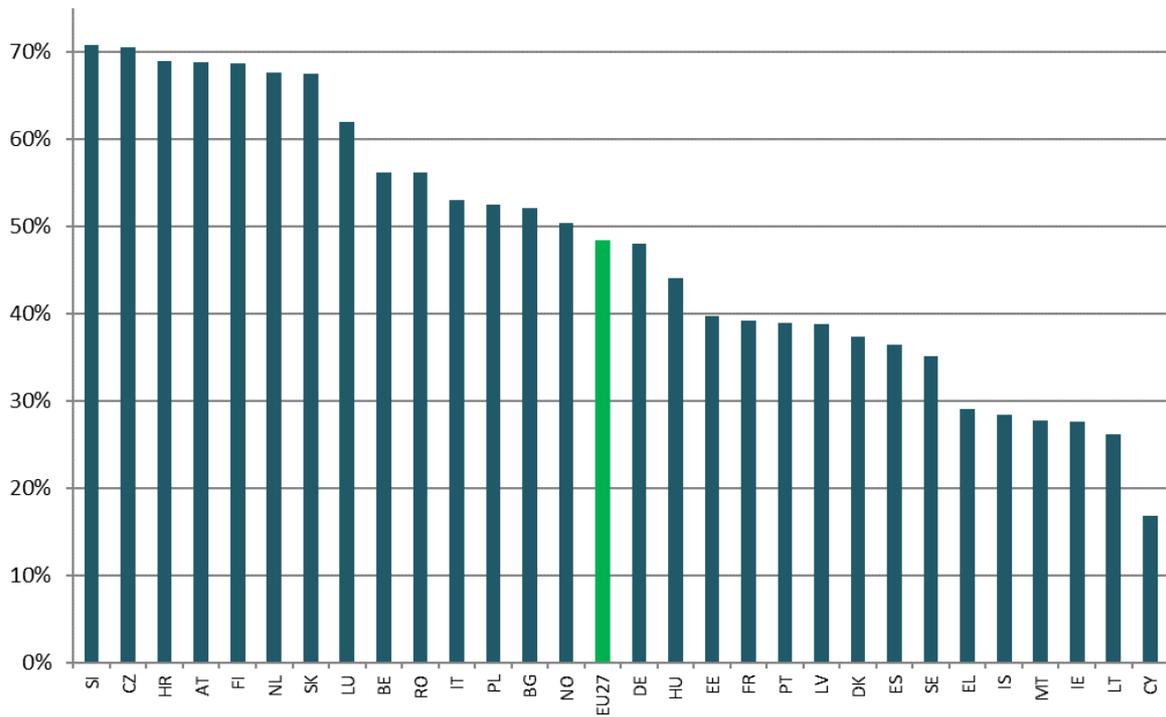
4.3 VET learners by level

Share of learners in VET by level in 2019

lower secondary: 36.4% upper secondary: 36.4% post-secondary: 11.0%

Source: Eurostat, ueo_enrs01 and educ_ueo_enrs04 [extracted 16.5.2021].

Share of initial VET learners from total learners at upper secondary level (ISCED level 3), 2019



NB: Data based on ISCED 2011.

Source: Eurostat, educ_uoe_enrs04 [extracted 6.5.2021].

4.4 Female share

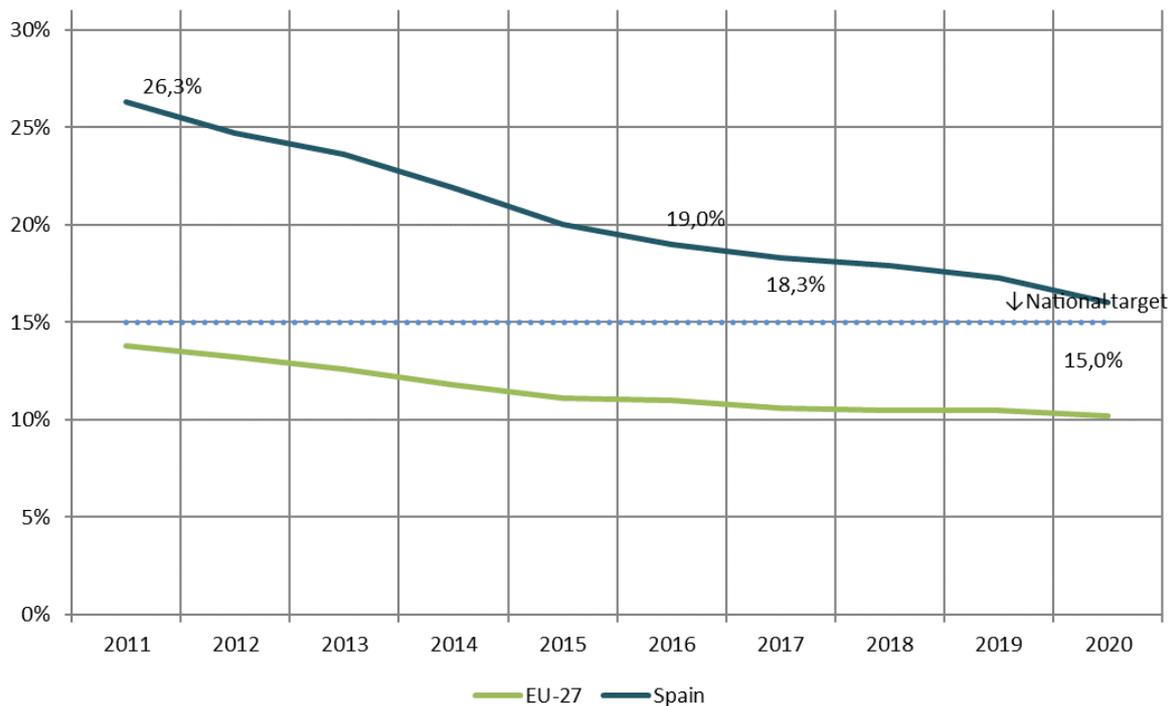
There are considerably more males in IVET programmes at all three levels: only 29.8% are women in basic VET (ISCED 353), and 43.8% and 48.0%, respectively in intermediate and higher VET. There are also significant differences between professional branches.

Female students generally prefer pathways in personal image, sociocultural and community services, textile and clothing, and health. They are also the clear majority in distance learning: they represent 60.2% at intermediate level and 61.0% at higher level VET. Male students opt for installation and maintenance, vehicle transport and maintenance, electricity and electronics, and metal working (16).

4.5 Early leavers from education and training

The share of early leavers from education and training has decreased from 26.3% in 2011 to 16.0% in 2020. It is close to the national target for 2020 of not more than 15%, but above the EU-27 average of 10.2%.

Early leavers from education and training in 2011-20



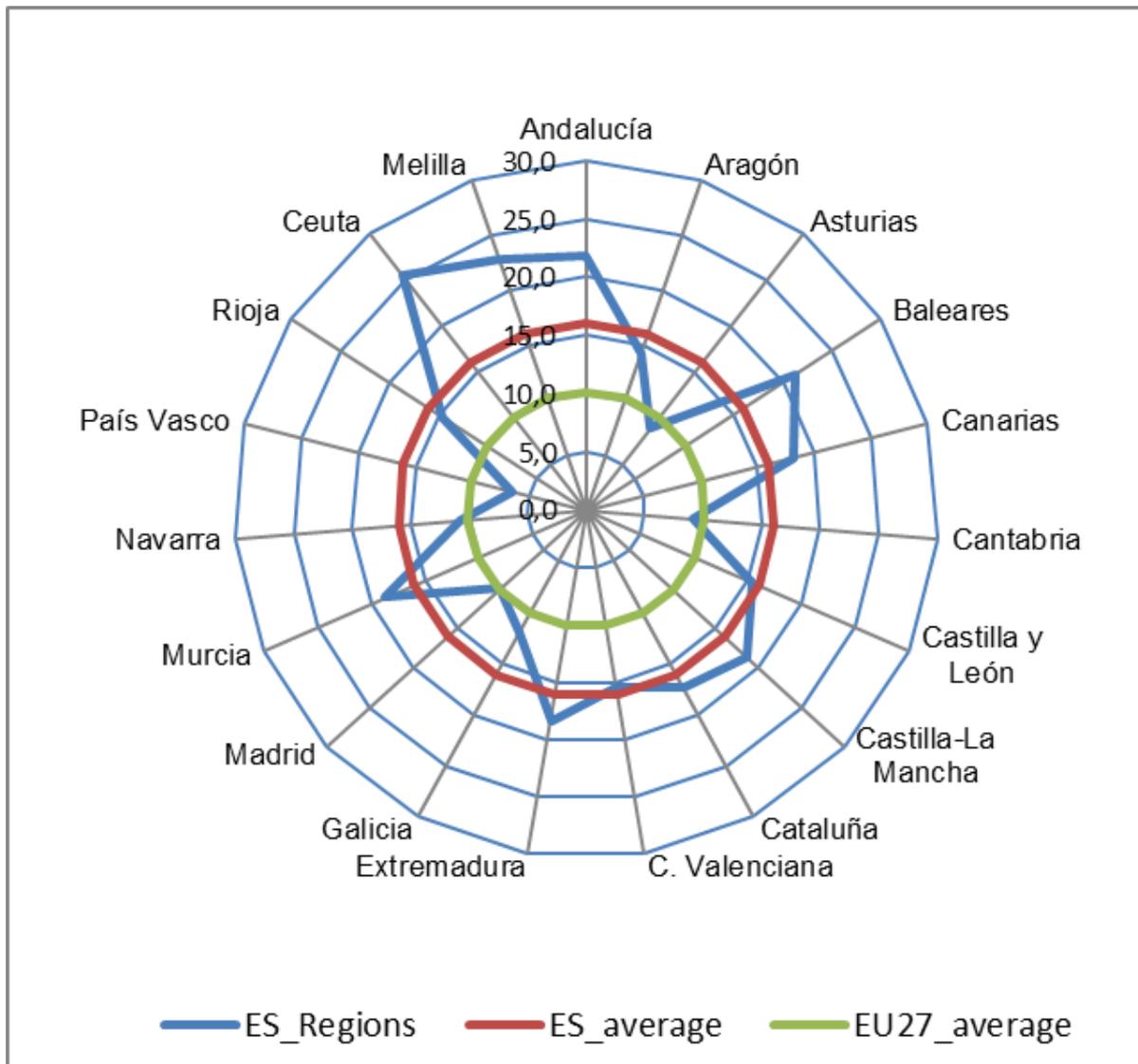
NB: Share of the population aged 18 to 24 with at most lower secondary education and not in further education or training.

Source: Eurostat, edat_ifse_14 [extracted 6.5.2021] and European Commission: https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester/european-semester-timeline/national-reform-programmes-and-stability-or-convergence-programmes_en [accessed 3.6.2021].

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 2020 the share of early leavers reached 16.0%, with a fall of 12 points in the last 10 years. Eight regions have reached the national target of 15% and even reduced further early school leaving. Early leaving is lower among women and higher in the foreign population (32.5% compared to 13.6% among Spaniards) (17).

Early leavers from education and training in the EU-27 and Spanish regions in 2020



NB: Data from small sample sizes with possible strong sampling errors.

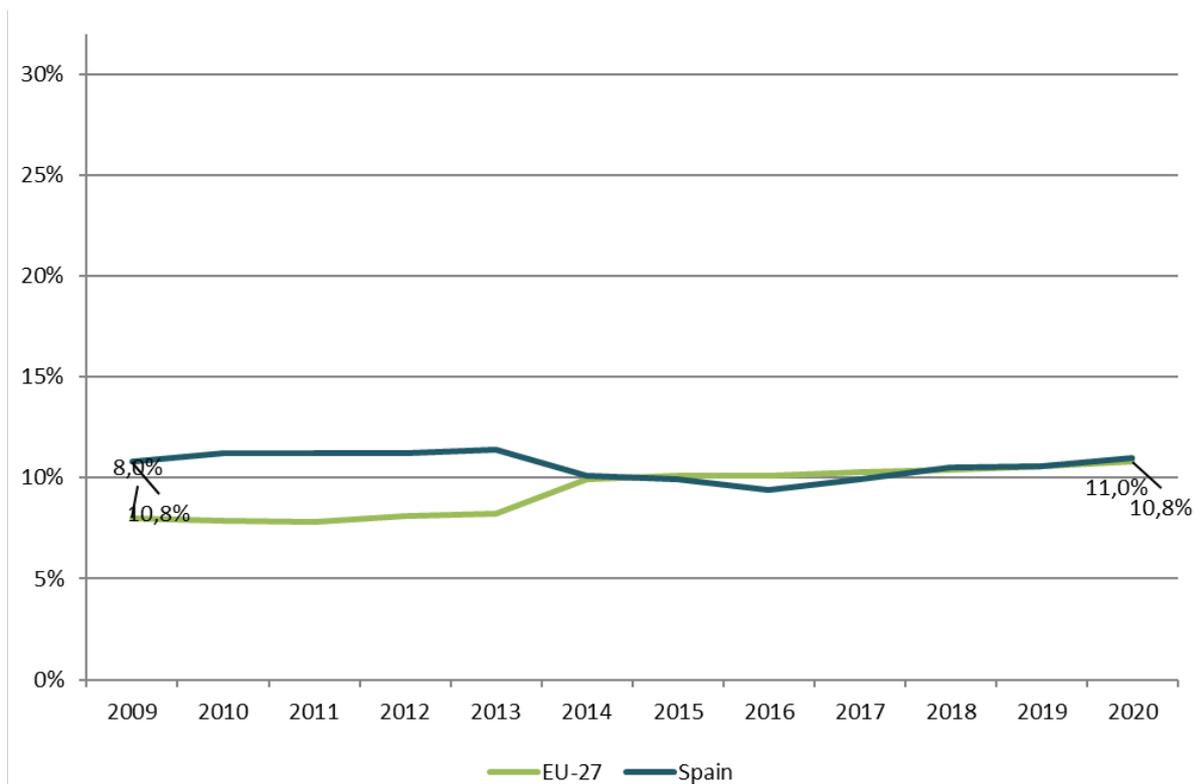
Source: MEFP (2021). Analysis of educational variables from the Labour force survey (INE). Ministry of Education and Vocational Training. Extracted 3.6.2021.

<https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/laborales/epa.html>.

4.6 Participation in lifelong learning

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

Participation in lifelong learning in 2009-20



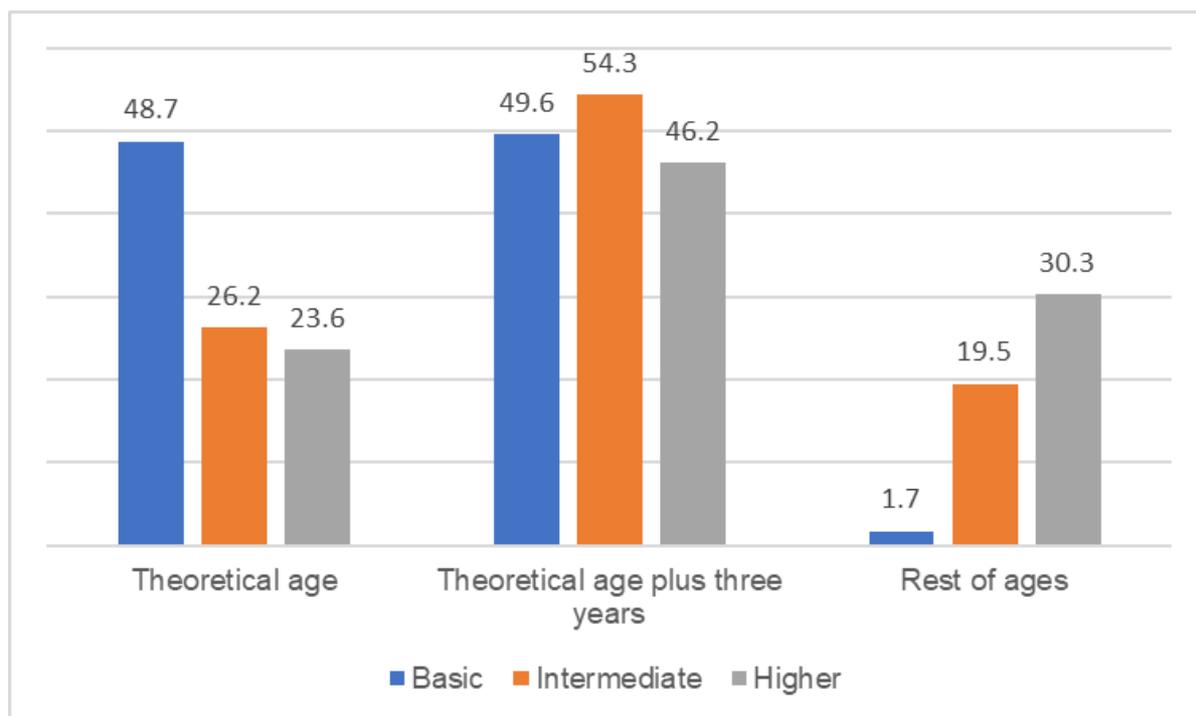
NB: Share of adult population aged 25 to 64 participating in education and training; break in series.

Source: Eurostat, trng_lfse_01 [extracted 6.5.2021].

The share of people in lifelong learning aged 25 to 64 in 2020 is 11.0%, slightly above the European average (10.8% in 2020) (18).

4.7 VET learners by age

Share of students by age and VET level in 2019/20 (19)



Source: Elaborated by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>.

In formal education, 2-year VET programmes are offered at all three levels to school-age learners; programmes are also accessible to adults (see figure above):

- lower secondary basic VET (ISCED 353) programmes target learners over 15; mostly at risk of dropping out; in 2019/20, nearly half of learners (48.7%) are within the theoretical age (20), and 49.6% are older (17 years old and over);
- upper secondary intermediate VET (ISCED 354) programmes are for learners aged 17 to 18. Over a quarter (26.2%) of learners are within the theoretical age, the majority are older (54.3% are up to 25 and 19.5% are over 26 or older) in 2019/20;
- higher VET (ISCED 554) programmes are for learners 18-19. Their age distribution in 2019/20 with respect to the theoretical age was 23.6% within the theoretical age, 46.2% are at most 25 and 30.3% are 26 or over.

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

[16] MEFP (2021). Estadística del alumnado de formación profesional 2019/20. Nota resumen [Statistics on vocational training students 2019/20. Summary note]. <https://www.educacionyfp.gob.es/dam/jcr:f09a817f-f07c-454b-bb1b-7446f5573192/nota-2019-2020.pdf>

[17] MEFP (2021). Analysis of educational variables from the Labour force survey (INE). Ministry of Education and Vocational Training. Extracted 3.6.2021. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/laborales/epa.html>

[18] Eurostat table trng_ifse_01 [extracted 6.5.2021].

[19] 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.

[20] 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. Basic VET (15-16 year-olds), intermediate VET (17-19), higher VET (over 20).

CHAPTER 5.

VET within education and training system

The Spanish education and training system includes:

- early childhood education (ISCED 0);
- primary education (ISCED 1), 6 years (6-12);
- compulsory lower secondary education (ISCED 2), 4 years (12-16);
- post-compulsory upper secondary programmes (ISCED 3) (21);
- higher VET programmes (ISCED 5);
- higher education academic programmes (ISCED 6,7,8).

Compulsory education includes 6 years in primary (6-12) and 4 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 lower secondary education learners can stay on till 18 in some cases, in order to achieve the end of lower secondary certificate (ESO diploma).

Formal general education and vocational programmes are regulated by the Ministry of Education and Vocational Training (22) (hereafter education ministry). IVET 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 to 18;
- higher VET (ISCED 554) programmes for learners 18-19.

IVET programmes are mostly school-based at basic level; at intermediate and higher VET, more flexible learning forms are also possible (distance learning).

Learners over 16 may acquire a professional certificate attesting to the acquisition of one or more occupational standards listed in the CNCP or units of competences included in an occupational standard either through training or through validation of non-formal and informal learning. Professional certificate programmes facilitate lifelong learning for all citizens through open, flexible, and accessible training, structured in a modular way.

Formal IVET

Following the 2013 education reform (23), basic VET programmes (ISCED 353) 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 to those at risk of dropping out early. Learners follow a 2-year programme to acquire a basic vocational qualification (VET diploma) and have the option, 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). These deliver full VET qualifications (VET diplomas) that have academic and professional validity.

Programmes run in public and private VET institutions and integrated vocational training centres. IVET 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 (units of competences) and re-engagement from a lifelong learning perspective.

Graduates from intermediate and higher IVET programmes can enrol in specialisation courses (*Cursos de Especialización*), in the same field of studies to acquire occupation-specific and digital skills in line with the emerging needs of the economy.

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) (24).

Formal CVET

Learners over 16 can enrol in formal continuing VET programmes to acquire State-recognised professional certificates (CdP), offered by public and private entities and integrated vocational training centres. In such cases, the part of distance learning is predefined based on expert opinions. The learning that cannot occur through simulation (due to the use of specific equipment or machinery) must be completed in traditional learning settings. All final assessments are face-to-face.

Common characteristics of IVET and CVET qualifications

Both types of formal qualifications, 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) (25).

Learning forms in formal IVET:

- school-based (full or part-time);
- dual VET (apprenticeship contracts or learning agreements) (26);
- 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 mode (27) (28), it may take the form of an apprenticeship contract (*contrato para la formación y el aprendizaje*) for learners aged 16 to 24, or a learning agreement. The programme duration may be extended from an original 2 years to 3; in-company practical training covers 33% - 85% of the learning hours fixed in the qualification.

For 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 (2 or 3 years) and the involvement of the company (minimum of 33% of the training hours fixed in the qualification, with a maximum share of 85%).

VET learners and their share by level in dual and distance learning, 2019/20

2019/20	Total learners	% Dual	% Distance
Basic VET	76 440	1.1%	-
Intermediate VET	368 359	3.3%	8.7%
Higher VET	446 706	4.5%	17.1%

Total: Elaborated by Net Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>

Learning forms in formal CVET:

- face-to-face learning;
- distance learning through virtual learning environments (e-learning platforms) or blended learning (since 2015);
- dual VET (apprenticeship contracts) (29).

In continuing VET programmes to acquire State-recognised professional certificates (*certificados de profesionalidad*, CdP), 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.

Non-formal CVET

Vocational training in Spain also includes training schemes for workers to enter - or re-enter - the labour market, and continuing training schemes for company employees.

Employment authorities organise a wide range of training activities for the unemployed with the aim of improving their employability and easing their integration into the labour market. Other training activities are primarily aimed at employed workers, although unemployed workers can also participate (up to a limit).

Training provisions for both employed and unemployed workers are integrated in the continuing vocational training system for employment (30); they offer training courses included in the catalogue of training specialities of the State public employment service (SEPE) (31), financed with public funds through different schemes at State and regional level.

There are other smaller training-employment schemes (32) as well as training for civil servants, military personnel, seafarers, and prison inmates. Further ad-hoc training activities may be carried out by other public authorities within their line of work.

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 education and local authorities.

The education authorities offer specific programmes of basic education for adults (33); 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.

AULA MENTOR (34) is an open and flexible online training scheme promoted by the education ministry, made up of more than 200 courses in different areas (35), organised through collaboration agreements (36) mainly with public institutions. The Organisation of Ibero-American States for Education, Science and Culture (OEI) works with Aula Mentor so this training is available in several countries in Central America.

Programmes are not free of charge, but they are accessible to most of the population due to their low cost: students' fees cover the cost of tutors, the rest is covered by the education ministry. For quality assurance purposes, students must carry out all activities and pass exams. Upon successful completion, they obtain a certificate of achievement issued by the education ministry, which has no academic value, but may be valued in the labour market (37).

-
- [21] 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.
- [22] Ministerio de Educación y Formación Profesional (MEFP).
- [23] Head of State (2013). Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa [Organic Act 8/2013, of 9 December, for the improvement of educational quality]. Boletín Oficial del Estado, No 295, 10.12.2013, pp. 97858-97921. <https://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>
- [24] [https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr-](https://www.coe.int/en/web/portfolio/the-common-european-framework-of-reference-for-languages-learning-teaching-assessment-cefr)
- [25] Catálogo Nacional de Cualificaciones Profesionales (CNCP).
- [26] See Section Apprenticeship
- [27] 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).
- [28] Education authority dual VET: <http://todofp.es/sobre-fp/informacion-general/formacion-profesional-dual.html>
- [29] See Section Apprenticeship
- [30] sistema de formación profesional para el empleo en el ámbito laboral
- [31] more information: <https://www.cedefop.europa.eu/en/news-and-press/news/spain-new-measures-support-quality-vocational-training-jobs>
- [32] more information: <https://www.cedefop.europa.eu/en/news-and-press/news/spain-training-opportunities-jobs-local-economy>
- [33] Primary and secondary education.
- [34] <http://www.aulamentor.es/es/conocenos>
- [35] Aula mentor open training programme 2020
http://www.aulamentor.es/images/2021/aula_mentor_memoria_digital.pdf
- [36] Agreements made between the education ministry and the institution issuing the relevant certificate and lending the training material.
- [37] For example, the Cisco Certified Network Associate-CCNA.
https://drive.google.com/file/d/1pIEi8FJ69tUnBsGun9t-D_3iAl9esdV2/view

CHAPTER 6.

Apprenticeship

Dual VET

Dual VET is an alternance training scheme which combines work and learning. It was introduced by the Royal Decree of 1529/2012 (38) to increase VET attractiveness and support young people in transition to the labour market. The implementation varies slightly by region. It takes the form of:

1. an apprenticeship contract (*contrato para la formación y el aprendizaje*) between the learner and the company, offered in both IVET and CVET programmes;
2. in IVET, it can also be delivered without a contractual labour relationship through a learning agreement.

Since 2016, apprenticeships must be linked (39) to programmes leading to state-recognised qualifications (VET diplomas or professional certificates, *Certificados de Profesionalidad, CdPs*). Training not leading to IVET or CVET qualifications has since been discontinued, unless it is complementary to the qualification programme undertaken by the apprentice.

Different dual vocational training development models coexist, depending on the greater or lesser participation of the company in the training activities. School-based and dual VET programmes lead to the same qualifications (VET diplomas), and IVET learners from both modalities could be mixed in the same classroom.

The apprenticeship contract (*contrato para la formación y el aprendizaje*) (40) is available to learners aged 16 to 24 (up to 30 until youth unemployment falls) with low-level qualifications (41). Its duration varies between 1 to 3 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 dedicated to practical training activities (work-based learning) cannot exceed 75% of the total working time during the first year, or 85% during the second and third years. The remaining share to complete the programme (respectively 25% and 15%) is dedicated to theoretical learning in a 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 learning agreements are to be set in their territorial scope: with or without an apprenticeship contract), or the companies' willingness to offer training places in response to the requests from VET centres.

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 a permanent contract benefit from incentives (EUR 1 500 or EUR 1 800 for women) with the obligation to keep the apprentice on the payroll for at least 3 years. In the case of workers enrolled in the National youth guarantee system, this incentive, at the same percentage, will consist of a bonus.

Dual VET delivered in the form of a learning agreement between the school, the learner and the company (42) is called dual projects (*proyectos de FP Dual*). Participating VET providers must be authorised by education authorities to offer this type of learning and must have signed an agreement with companies in the sector/industry concerned. Practical training is to be carried out in a productive environment (such as in a company, a business organisation, a public

authority), which complies with all suitable requirements for its implementation. The main features of learning agreements are that:

- the company will participate in a minimum of 33% of the training hours fixed in the requirements for a given qualification. The maximum share is 85%;
- the duration of the learning (IVET) programme can be extended from the usual 2 years to 3;
- 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.

Dual VET has been running in intermediate and higher VET programmes since its launch, but dual projects still represent a small minority compared to classroom-based IVET (see table below).

Number of learners in Dual VET (2019/20)

2019/20	Total learners	Learners in Dual VET	% Dual
Basic VET	76 440	844	1.1%
Intermediate VET	368 359	12 087	3.3%
Higher VET	446 706	19 988	4.5%

Total: MEFP (2021) Estadística del sistema de formación profesional 2019/20. Nota resumen [Statistics on vocational training students 2019/20. Summary note].

<https://www.educacionyfp.gob.es/dam/jcr:f09a817f-f07c-454b-bb1b-7446f55...>

The alliance for dual training (*Alianza para la FP Dual*) (43) 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 IVET programmes.

The alliance for vocational training (*Alianza por la Formación Profesional*) (44) is an initiative of the education ministry launched in May 2021 to establish synergies among public authorities, companies, third sector entities and social partners, to promote vocational training and turn VET into a lever for growth.

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>

[38] 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.

[39] Ministry of Employment and Social Security (2015). Order ESS/1249/2015, of 19 June, extending the period provided for in the eighth transitional provision of Act 3/2012, of 6 July, on urgent measures for the reform of the labour market, relating to training and apprenticeship contracts. Official State Gazette, No 153, 27.6.2015, pp. 53052-53053. <https://www.boe.es/boe/dias/2015/06/27/pdfs/BOE-A-2015-7123.pdf>

[40] <https://www.sepe.es/HomeSepe/empresas/Contratos-de-trabajo/contratacion-formacion-aprendizaje.html>

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

[42] See also, VET within the education and training system, learning forms in formal IVET

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

[44] <https://www.educacionyfp.gob.es/gl/dam/jcr:562cbc15-2e8b-4278-8bd6->

CHAPTER 7.

VET governance

Legislation

The VET system is governed by Act 5/2002 on qualifications and vocational education and training (LOCFP) (45). This covers the training programmes included in initial and continuing VET, to enable skilling, upskilling and reskilling. A new draft regulation is in the pipeline.

Education in Spain, including VET, is regulated by the 2020 Education Act (known as LOMLOE) (46), which modifies certain aspects of the 2006 Education Act (LOE) (47) and repeals the 2013 Act for the improvement of education quality (LOMCE) (48).

Act 30/2015 (49) regulates vocational training for employment.

Royal Decree 2/2020 (50) restructures ministerial departments, with the Ministry of Education and Vocational Training taking over the management of vocational training for employment associated with the national system of occupational standards, i.e. programmes leading to the acquisition of professional certificates (CdP); this was under the ministries responsible for labour and employment policies.

Governance

The Ministry of Education and Vocational Training is responsible for national IVET policies, quality of VET programmes and curricula. Implementation of VET policies is managed by the regions, which may shape (up to 35-45% of) IVET curricula based on local/territorial needs.

The Ministry of Labour and Social Economy (51) sets the policies for vocational training under its remit. The aim is to (up)skill and retrain the unemployed and employed population, and to support employability matching skills with the needs of the local economy.

Implementation - advisory bodies

Main bodies involved in education:

- at national level, the general council for vocational training (*Consejo General de la Formación Profesional*, CGFP) is the Government advisory body on VET policy, attached to the General Secretariat for Vocational Training of the education ministry (52). CGFP 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 (*Consejo Escolar del Estado*) is the education ministry advisory body publishing annual reports with recommendations for policy setting;
- the sectoral education conference (*Conferencia Sectorial de Educación*), made up of the Minister for 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 sectoral conference of the system of qualifications and vocational training for employment (*Conferencia Sectorial del Sistema de Cualificaciones y Formación Profesional para el Empleo*) was established in November 2020. It is the cooperation body between the State and regional authorities to coordinate policies on vocational training for employment. It responds to the new distribution of powers between the education and labour ministries.
- the State foundation for training in employment (*Fundación Estatal para la Formación en el Empleo, Fundae*) (53) 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 continuing vocational training system for employment (54);
- joint sectoral structures (55) comprise the representative business and union organisations in each relevant sector (56). Their main task is to anticipate training needs and propose sectoral training based on their knowledge of the real productive environment.

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 (57), the annual plans for employment policy (58) and the information system for public employment services. Regional public employment services (59) design and manage their own policies based on this common framework, with a commitment to transparency, evaluation and results orientation.

VET Providers offering State-recognised vocational qualifications

Different types of institutions and bodies may offer vocational training leading to State-recognised vocational qualifications associated with the national register of occupational standards (CNCP):

- publicly funded vocational training integrated institutions (60), which have autonomy regarding their organisation and management;
- publicly funded and private institutions offering vocational training;
- national reference institutions (61), 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 (62);
- 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.

VET providers offering non-formal training programmes

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 (63).

There is a wide variety of CVET providers offering different types of upskilling and reskilling activities for the employed and unemployed. These courses can be subsidised by public funds, thus at no cost for learners, and may comprise schemes with a sectoral or cross-sectoral approach for the (un)employed, as well as public employment services' training schemes for the unemployed.

- [45] Head of State (2002). Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional [Organic Act 5/2002 of 19 June, on qualifications and vocational education and training]. Boletín Oficial del Estado, No 147, 20.6.2002, pp. 22437-22442. <https://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf>.
- [46] Head of State (2020). Ley Orgánica 3/2020 por la que se modifica la Ley Orgánica 2/2006, de Educación [Organic Act 3/2020 amending Organic Act 2/2006 on Education]. Boletín Oficial del Estado, No 340, 30.12.2020, pp. 122868-122953. <https://www.boe.es/eli/es/lo/2020/12/29/3/dof/spa/pdf>
- [47] Head of State (2006). Ley Orgánica 2/2006, de 3 de mayo, de Educación [Organic Act 2/2006 of 3 May on Education]. Boletín Oficial del Estado, No 106, 4.5.2006, pp. 17158-17207. <https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-1207.pdf>
- [48] Head of State (2013). Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa [Organic Act 8/2013, of 9 December, for the improvement of educational quality]. Boletín Oficial del Estado, No 295, 10.12.2013, pp. 97858-97921. <https://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>
- [49] Head of State (2015). Ley 30/2015, de 9 de septiembre, por la que se regula el sistema de formación profesional para el empleo en el ámbito laboral [Act 30/2015, of September 9, which regulates the vocational training for employment system in the labour scope]. Boletín Oficial del Estado, No 217, 10.9.2015, pp. 79779-79823. <https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9734.pdf>
- [50] Ministry of the Presidency (2020). Real Decreto 2/2020, de 12 de enero, por el que se reestructuran los departamentos ministeriales [Royal Decree 2/2020, of 12 January, restructuring the ministerial departments]. Boletín Oficial del Estado, No 11, 13.1.2020, pp. 2870-2876. <https://www.boe.es/boe/dias/2020/01/13/pdfs/BOE-A-2020-410.pdf>
- [51] Ministerio de Trabajo y Economía Social.
- [52] <https://www.educacionyfp.gob.es/ministerio/organigrama/ministra/sg-formacion-profesional.html>
- [53] Fundae: <https://www.fundae.es>
- [54] El sistema de Formación Profesional para el Empleo en el ámbito laboral
- [55] Fundae - Comisiones paritarias sectoriales: <https://www.fundae.es/formacion/estructuras-sectoriales>
- [56] They were redefined by Act 30/2015 in replacement of the joint sectoral commissions in place since 1993.
- [57] Estrategia Española de Activación para el Empleo.
- [58] Plan anual de política de empleo (PAPE).
- [59] PES.
- [60] Centros Integrados de formación profesional (CIFP).
- [61] Centros de Referencia Nacional.
- [62] 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.
- [63] See Section Incentives for enterprises to boost their participation in VET provision

CHAPTER 8.

VET financing mechanisms

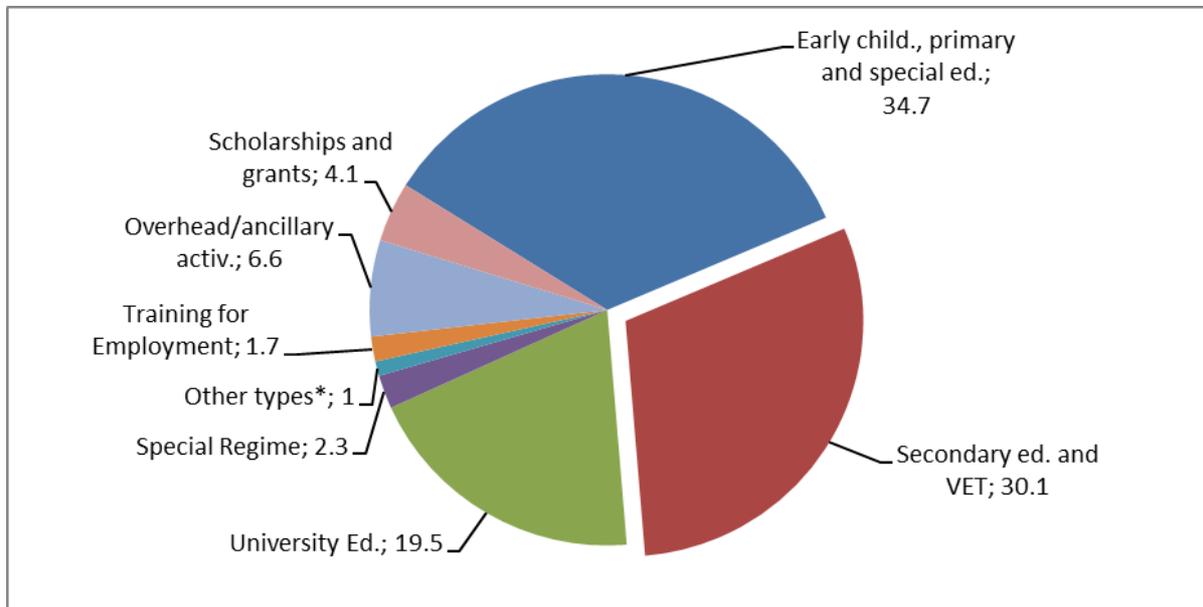
Formal VET is mostly State-financed.

The largest share of funding on VET comes from public sources, mainly from education and employment authorities at state, regional and local levels.

Public spending on education in 2019 increased by +4.7% compared to 2018; secondary education and vocational education grew by 7.5%.

In terms of share of GDP in 2019, public education expenditure stood at 4.25%, after deducting financial expenses.

Distribution (%) of public expenditure on education by activity 2019 ()**



NB: Provisional data.

(*): Specialised education, adult education and other types.

(**): For the calculation of this distribution, adjustment and undistributed by activity items have been excluded.

Source: MEFP (2021). Nota: Estadística del Gasto Público en Educación. Resultados provisionales Año 2019 [Note: Statistics of public expenditure on education: 2019 interim results] <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/economicas/gasto/2019-dp.html>

In initial VET, most VET providers are public or publicly funded; 30% of learners attend a private VET centre (not receiving public funds).

CVET, in the vocational training for employment system, can be delivered by private or public providers. In some cases, they can apply for public funds to cover expenses, with a cost limit per hour/per participant for each course included in the catalogue of training specialities. In these cases, VET providers must be listed in the State register of training entities.

Funding for State-wide training schemes for the employed is managed by the State foundation for training in employment (Fundae) (64) together with the State public employment service (SEPE) (65). At regional level, training schemes are managed by the regional labour authorities. The national institute of public administration (INAP) (66) manages training for civil servants (see Table below).

Following the 2015 reform (67), 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 on condition that they are accredited or registered as 'other training providers'.

Governance and target groups: employment VET

VOCATIONAL TRAINING FOR EMPLOYMENT - CORE INDICATORS 2020

Training Schemes	Type	Governance / target audience	2020 budget(*) (€)	Participants
Training provision for employed workers	Subsidised training schemes	Regions, SEPE and Fundae / employed and unemployed workers	334 119 710	n/a
		INAP / civil servants	60 749 230	n/a
Training provision for unemployed workers	Subsidised training schemes	Regions and SEPE / unemployed (and employed) workers	499 616 721	(**) 92 354
Training programmed by companies / Individual training leave (PIF) (68)	Training schemes within companies	SEPE-Fundae (training managed by companies) / company employees	442 391 060	3 858 171 (***) (4 317)
		Employment & Training Schemes (****)	16 020 257	32 468
Alternance training	Training as part of apprenticeship contracts (IVET/CVET)	Regions and SEPE / unemployed workers	16 020 257	32 468
		Regions and SEPE / unemployed workers	216 559 730	13 329
TOTAL BUDGET 2020			1 569 456	3 996 322
			708	

NB: n/a: data not available

(*) data available at the time of reporting

(**) It includes information from all the Autonomous Communities

(***) No of individual training leaves

(****) Workshop- and craft-laboratories (*Escuelas Taller, Talleres de Empleo y Casas de Oficio*) (69)

Source: SEPE (2021)Annual Report 2020. Executive Summary.

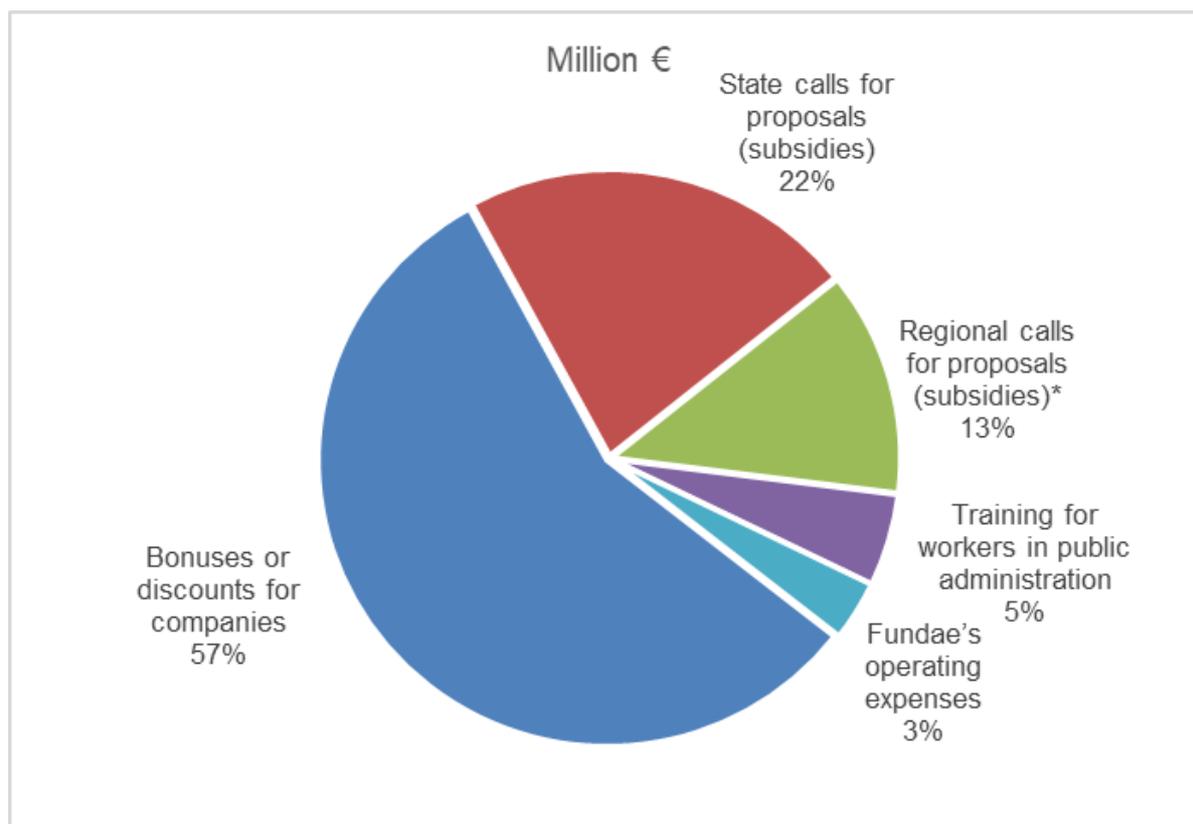
https://www.sepe.es/en/SiteSepe/contenidos/que_es_el_sepe/publicaciones/pdf/pdf_sobre_el_sepe

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*), through bonuses or discounts on social security contributions (70);
- 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 2020



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 (2021). *Key findings 2020*. Updated March 2021. Available from:

<https://www.fundae.es/publicaciones/Publicaciones/balances-e-informes-de-resultados>

The overall 2020 budget earmarked for training primarily for employed workers amounts to EUR 1 170 million.

[64] La Fundación Estatal para la Formación en el Empleo

[65] Servicio Público de Empleo Estatal

[66] Instituto Nacional de Administración Pública

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

[68] Permiso Individual de Formación

[69] More information: <https://www.cedefop.europa.eu/en/news/spain-training-opportunities-jobs-local-economy>

[70] See Incentives for enterprises to boost their participation in VET provision

CHAPTER 9.

Teachers and trainers

9.1 VET teacher types

The 2006 Education Act (LOE) (71), together with the Act 3/2020 (LOMLOE) amending certain aspects (72), 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 formal IVET and CVET:

- 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 non-formal continuing training:

- trainers/instructors, teaching theoretical technical content;
- in-company trainers/tutors.

Formal requirements for VET teachers/trainers in formal IVET/CVET:

IVET 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.

For teaching staff in CVET programmes to acquire a professional certificate, each 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 1 year of experience, and some qualification on teaching methodology for adults (73).

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

Formal requirements for trainers/instructors in continuing training

Requirements for trainers/instructors depend on the type of training to be provided. 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 LOMLOE) (74) 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 6 years worked cumulatively). Regional education authorities may run annual training plans to organise continuing professional development activities in their territory.

The National Institute of Education Technologies and Teacher Training (75) develops 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.

National reference centres (CRNs) (76) play a key role in teacher and trainer continuing professional development activities. They offer 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.

To improve the quality of the training offer, the national reference centres develop guidelines and reference guides for teaching and training staff on how best to teach and assess learning outcomes.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers (77).

-
- [71] Head of State (2006). Ley Orgánica 2/2006, de 3 de mayo, de Educación [Organic Act 2/2006 of 3 May on Education]. Boletín Oficial del Estado, No 106, 4.5.2006, pp. 17158-17207. <https://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-1207.pdf>
- [72] Head of State (2020). Ley Orgánica 3/2020 por la que se modifica la Ley Orgánica 2/2006, de Educación [Organic Act 3/2020 amending Organic Act 2/2006 on Education]. Boletín Oficial del Estado, No 340, 30.12.2020, pp. 122868-122953. <https://www.boe.es/eli/es/lo/2020/12/29/3/dof/spa/pdf>
- [73] More information: <https://www.todofp.es/va/que-como-y-donde-estudiar/que-estudiar/certificados-profesionalidad/catalogo-certificados-profesionalidad.html> or at <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/EntradaBuscadorCert>
- [74] 2006 Organic Law on Education (LOE). Organic Act 3/2020 amending Organic Act 2/2006 on Education (LOMLOE)
- [75] Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado (INTEF)
- [76] Centros de Referencia Nacional (CRN): <https://www.todofp.es/sobre-fp/informacion-general/centros-referencia-nacional.html#:~:text=Los%20Centros%20de%20Referencia%20Nacional,trav%C3%A9s%20de>
- [77] <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 (78), put the labour ministry, through the observatory of the State public employment service (SEPE), in charge of research and identification 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 into 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.

According to the National Institute of Statistics second survey of learner transition from education and training to the labour market, published in 2020 (79), the employment rate of higher VET graduates 5 years after graduation is 79.5% (74.6% for graduates from intermediate VET). Among all secondary education graduates in 2013/14 who moved to tertiary education in 2014/15, 71.9% were enrolled in university studies and 19.5% in higher VET programmes.

Other State-wide institutions monitor skill needs and trends:

- the national institute of qualifications (80) has its own observatory (81). 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 (82) has an Observatory of Occupations (83). It publishes reports on existing and future training needs, job offer 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.

Act 30/2015 (84) foresees the development of multi-annual skills anticipation every 3 years for planning vocational training system initiatives, in line with the Spanish strategy for employment activation. This will involve the most representative business and trade union organisations, the regions, joint sectoral structures and other organisations (for self-employed workers and

entities of the social economy). Other ministerial departments, observatories and experts may also collaborate (85).

See also Cedefop's skills forecast (86) and European skills index (87).

See also national forecast and identification of training needs reports produced by the State public employment service (SEPE) (88).

10.2 Designing qualifications

The Ministry of Education and Vocational Training is responsible for the whole VET qualification system and for establishing and updating formal IVET qualifications (basic, intermediate and higher VET diplomas and specialisation courses) and professional certificates (CdPs). The Ministry of Labour and Social Economy is responsible for the main upskilling and reskilling schemes and programmes for workers, not linked to the national VET qualification system.

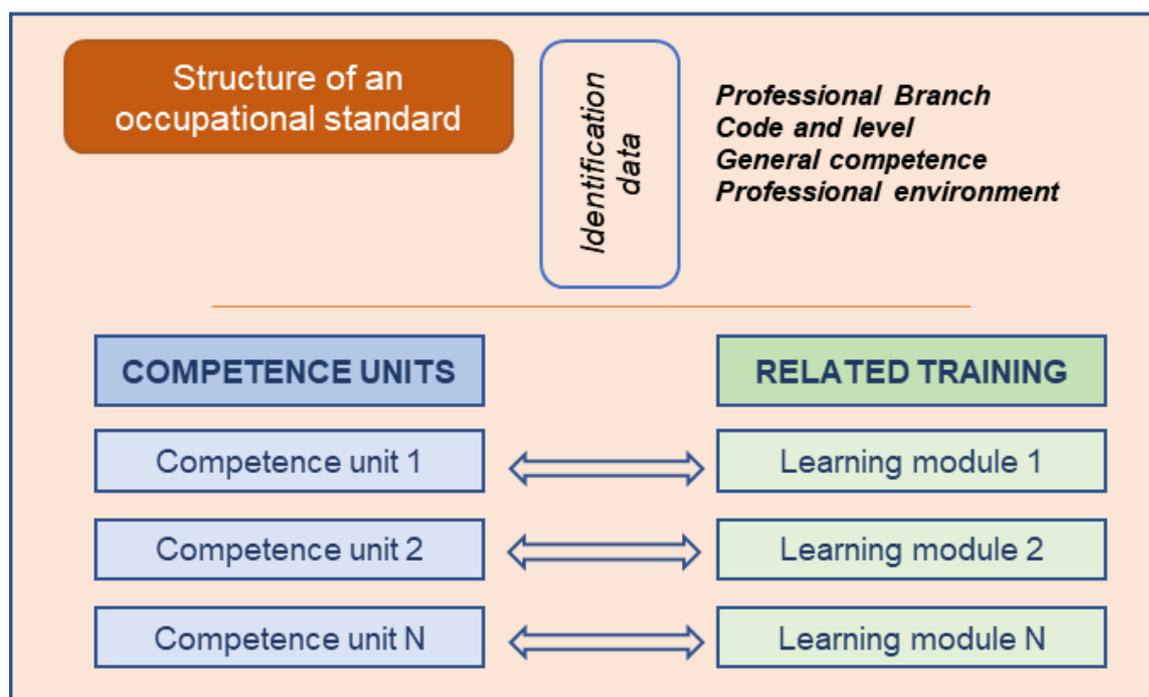
Stakeholders are involved in designing and updating VET qualifications in line with labour market needs and in curricula design, through their participation in different governance bodies and working groups. Occupational standards are developed in all sectors of the economy, making up the national register (CNCP) (89) and are used as reference for designing and updating VET programmes and qualifications (90).

Occupational standards

The backbone of VET is the national catalogue of occupational standards (CNCP) (91), which comprises the most important occupations organised in 26 sector branches. It currently has 687 occupational standards on three levels, according to the degree of complexity, autonomy and responsibility necessary to carry out a work activity (92).

Occupational standards (93), 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: National institute of Qualifications (INCUAL). <https://incual.educacion.gob.es/las-cualificaciones>

Occupational standards are used by education authorities to design VET qualifications (IVET diplomas) and CVET professional certificates (CdP).

- VET diplomas are composed of a set of these occupational standards (94);
- a single occupational standard is used for each professional certificate (95).

As stated in Act 5/2002, the Government establishes the equivalences and recognition between VET diplomas and professional certificates through competence units. Annexes V a) of the royal decrees establishing the VET qualifications regulate the correspondence between the units of competence and the learning modules that can be validated, a key element for the recognition between a professional certificate and a VET qualification.

The national institute of qualifications (96) is responsible for defining, drawing up and updating the national catalogue of occupational standards (CNCP) and the corresponding competence units and learning modules, in cooperation with the member organisations of the general council for vocational education and training. 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 occupational standards expressed in units of assessable competences, corresponding to the reference professional 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 5 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; 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; it will also to draw up and, if necessary, modify the occupational standards.

VET diplomas

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, designs and draws up each IVET 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 (97). 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*).

IVET programmes, defined according to learning outcomes, are approved by royal decrees for 55-65% of national curricula, ensuring the validity and the consistency of 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 career information 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 programmes in the education system.

Since 2020, specialisation courses to complement VET diplomas have also been developed. These are training programmes of between 300 and 720 hours (98), that add to the skills of

those who already have a VET qualification and want to specialise in emerging sectors with a high level of employability. The education ministry is developing these courses in collaboration with the most relevant companies in the sectors involved.

Starting in 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. Currently, there are 176 different diplomas and 15 specialisation courses (99):

- 28 in basic VET (*Título profesional básico*) (ISCED 353);
- 59 in intermediate VET (*Título de Técnico*) (ISCED 354);
- 89 in higher VET (*Título de Técnico Superior*) (ISCED 554);
- 2 specialisation courses for Intermediate VET graduates (ISCED 354);
- 13 specialisation courses for higher VET graduates (ISCED 554).

Professional certificates (100)

Professional certificates (CdPs) are State-recognised vocational qualifications issued by the employment authorities until 2020, and by the education authorities thereafter. They are based on occupational standards and were 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 (101).

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 on 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 (102) 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 certificate, ranging from 5% to 52% of the total workload of the training programme (see Table below).

Features of the 583 CdP learning programmes listed in the national catalogue of occupational standards (CNCP) (2021)

Professional Certificate programmes (CdP) by level	Number of programmes	Total duration (range of hours by CdP)	Range of hours for on-the-job training module
CdP Level 1	77	200-540 hours	40-160 hours
CdP Level 2	253	180-920 hours	
CdP Level 3	253	200-920 hours	

CdP levels for Net Spain, based on data from INUAL Update in May 2021

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).

-
- [78] Act 30/2015 regulating vocational training for employment.
- [79] INE. Survey on the transition from education and training to the labour market. Year 2019. https://www.ine.es/dyngs/INEbase/en/operacion.htm?c=Estadistica_C&cid=1254736056996&menu=ultiDatos&idp=1254735573113
- [80] Instituto Nacional de Cualificaciones (INCUAL). <https://incual.educacion.gob.es/>
- [81] <https://incual.educacion.gob.es/el-observatorio-profesional>
- [82] SEPE
- [83] <https://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio.html>
- [84] Act 30/2015 regulating vocational training for employment.
- [85] 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
- [86] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>
- [87] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>
- [88] <http://www.sepe.es/HomeSepe/que-es-el-sepe/observatorio/necesidades-formativas.html>
- [89] Catálogo Nacional de Cualificaciones Profesionales (CNCP).
- [91] Catálogo Nacional de Cualificaciones Profesionales.
- [92] <https://incual.educacion.gob.es/bdc>
- [93] Cualificación Profesional, in the national context.
- [94] This set consists of several occupational standards, encompassing all or some of their competence units (UCs).
- [95] In some exceptional cases, an occupational standard has given rise to two CdP programmes.
- [96] Instituto Nacional de las Cualificaciones (INCUAL).
- [97] See the web page on new diplomas (drafts) on the official website of the education ministry. [TodoFP.es](http://www.todofp.es): nuevos títulos (LOE); borradores: <https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/borradores.html>
- [98] [THEMATIC_10] As defined in Article 27.3 f) of RD 1147/2011 the maximum duration may be exceptionally be exceeded if necessary.
- [99] 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>

[100]Certificados de Profesionalidad (CdPs).

[101]<https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad/guias-aprendizaje.html>

[102]<https://www.todofp.es/va/que-como-y-donde-estudiar/que-estudiar/certificados-profesionalidad/catalogo-certificados-profesionalidad.html>

CHAPTER 11.

Quality assurance

Education authorities establish, with 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 general organisation of vocational training in the education system and the requirements for VET centres are set per legislation (103). The State register of non-university teaching centres (RCD) lists all VET centres operating in the education sector (104).

The education system subscribes to a process of quality assurance (105) covering all aspects of education activities. Two differentiated means are used:

- 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 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) (106), 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). An annual evaluation plan is drawn up for the whole continuing training system (107), to assess its quality, impact, effectiveness, and efficiency. It also supports the decision-making process, with a view to incorporating improvements in its operation. The Annual Evaluation Plan is coordinated by SEPE, with the participation of the Autonomous Communities and the most representative employers' and trade union organisations at national level.

The Plan considers both the general objectives set out in the vocational training system for employment in the labour scope, in the Spanish Employment activation strategy (108) and in the Multiannual planning scenario, and focuses on the evaluation of specific initiatives of the system.

The lines of action are as follows:

- evaluation of training actions and schemes, run by 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 (109). Training providers support assessment processes for the training they provide.

Some of these evaluations are carried out by Fundae as periodic and systematic evaluations (110). Other ad hoc studies may be carried out for specific purposes, analysing the quality of different elements, such as trainers and tutors, training providers or courses delivered via e-learning (111).

Training entities offering CVET programmes leading to a professional certificate (CdP) shall comply with the requirements established in the royal decree regulating each CdP (training infrastructure, human resources) and establish a training project for the delivery of the programme; additional requirements apply for e-learning courses (112). Training providers are monitored by the public employment services to verify conformity with the requirement of CVET programmes leading to the acquisition of a professional certificate; 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.

[103]Article 46 of Royal Decree 1147/2011, of July 29, which establishes the general organisation of vocational training in the education system.
<https://www.boe.es/buscar/doc.php?id=BOE-A-2011-13118>

[104]<https://www.educacionyfp.gob.es/contenidos/centros-docentes/buscar-centro-no-universitario.htm>

[105]<https://www.educacionyfp.gob.es/mc/redie-eurydice/sistemas-educativos/evaluacion-de-la-calidad/organismos-evaluadores.html>

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

[107]sistema de formación profesional para el empleo en el ámbito laboral

[109]<http://www.fundae.es/docs/default-source/publicaciones-y-evaluaciones/calidad-de-la-formaci%C3%B3n/informe-evaluaci%C3%B3n-calidad-formaci%C3%B3n-empresas-2016-2017.pdf> / <http://www.fundae.es/docs/default-source/publicaciones-y-evaluaciones/evaluaciones/cuestionario-evaluaci%C3%B3n-calidad-2020.pdf> / <http://www.fundae.es/docs/default-source/publicaciones-y-evaluaciones/evaluaciones/cuestionario-planes-formaci%C3%B3n-2018.pdf>

[110]<https://www.fundae.es/publicaciones/evaluaciones>

[111]<http://www.fundae.es/publicaciones/evaluaciones/calidad/publicaciones-evaluaci%C3%B3n-de-calidad-de-la-formaci%C3%B3n>

[112]<https://www.boe.es/boe/dias/2019/04/01/pdfs/BOE-A-2019-4716.pdf>; The State register of training entities of the vocational training system for employment in the labour scope lists all training providers offering vocational programmes outside the education system:
<https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/EntradaBuscadorCen>

CHAPTER 12.

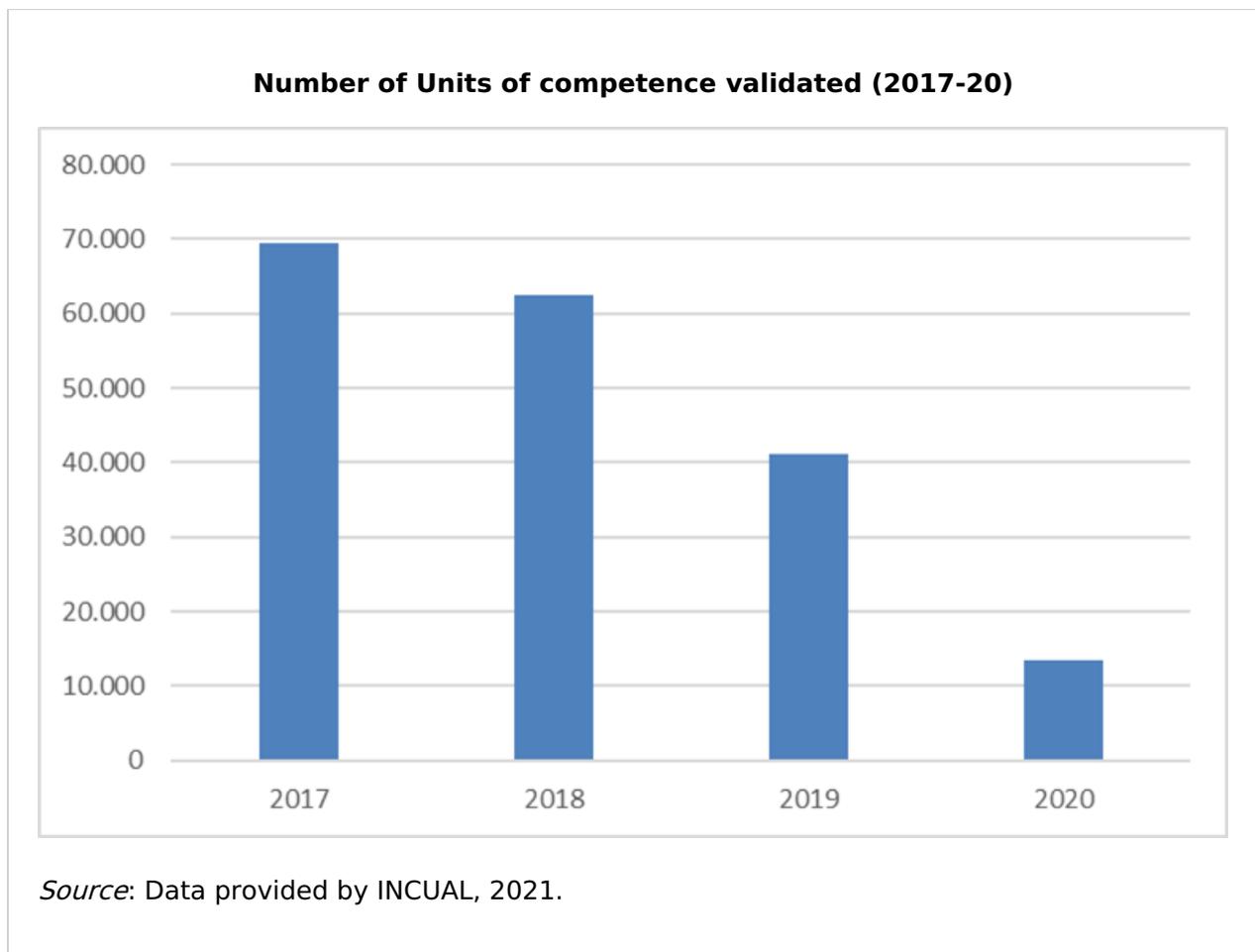
Validation of prior learning

The process for validation of prior learning (VPL) is regulated by Royal Decree 1224/2009 amended by Royal Decree 143/2021 (113). The aim is to support skills creation to (re)enter the labour market, especially for early leavers and adults with no or low qualifications.

Validation of prior learning allows workers to have their skills recognised either to find a job, move between workplaces or advance in their careers. The framework covers the whole spectrum of professional skills included in the national catalogue of occupational standards (CNCP).

The National Institute of Qualifications (INCUAL) (114) ensures the maintenance and update of the national catalogue of occupational standards (CNCP), forming the basis for establishing IVET and CVET qualifications. INCUAL uses a set of quality criteria to guarantee the reliability, objectivity and technical rigor of the validation process.

With the amendment published in 2021, individuals can now apply, at any time, to have their skills validated. Regions are responsible for guidance services and quality assurance of the validation process (115) as well as for the registration of competence units (UCs) validated. UCs are individually assessed and certified and may be accumulated towards a full IVET or CVET qualification. These procedures empower citizens to engage in further learning and acquire full qualifications.



The process begins with an initial counselling stage led by an advisor who draws up a guidance report on the applicant. The assessment phase takes place through the analysis of the indicated report, the documentation provided by the candidate and different methods to verify the skills acquired in the workplace. Finally, the results of the assessment are transferred to a State registry.

To participate, candidates must have at least 3 years of experience related to the competence to validate, with a minimum of 2 000 working hours in the 15 years prior to submitting the application. For level 1 competence units, those that cover a reduced set of relatively simple work activities, with limited theoretical knowledge and practical skills, 2 years of experience with a minimum of 1 200 hours worked are required.

VET education centres, integrated VET centres and national reference centres can carry out these activities. Other venues for this procedure may also be authorised by the competent authorities.

Between 2010 and 2020, with the previous procedure, around 300 000 people were able to validate their skills. The target is now to validate the professional skills of more than 3 million workers in 4 years (116).

A national procedure for the validation of skills acquired in volunteering activities (117) with young people has been developed with the collaboration of volunteer-based organisations, public authorities, and companies. It is a free and telematic (online) service, via a web application, through which young people who volunteer regularly can apply for official certification of certain skills (118).

Adults who wish to obtain the end of basic education (ESO) and end of 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, can take the relevant examinations; these 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 (119).

[113]more information in English <https://www.cedefop.europa.eu/en/news/spain-more-three-million-workers-eligible-validate-their-skills>

[114]Instituto Nacional de Cualificaciones (INCUAL):
<https://incual.educacion.gob.es/acreditacion>

[115]Validation inventory 2016, available at
http://www.cedefop.europa.eu/files/2016_validate_es.pdf

[116]more information in English <https://www.cedefop.europa.eu/en/news/spain-more-three-million-workers-eligible-validate-their-skills>

[117]<http://www.injuve.es/empleo/noticia/aprobado-el-nuevo-sistema-de-reconocimiento-de-la-educacion-no-formal>

[118]<https://reconoce.org/>

[119]<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. Since 2018, the budget allocation for learners' financial support has been increasing; changes have been introduced to reinforce its role as an essential instrument to achieve equity in education, reduce dropout for economic reasons and, most recently, to alleviate the consequences of the Covid-19 pandemic.

Learners, according to the different national/regional calls (120), can apply for various financial supports: school canteen, compensatory allowances, mobility, complementary Erasmus grants, textbooks, work placements abroad, residence, transport, or exemption from fees. There are also some grants for special education needs.

International internships

VET mobility projects aim to increase the employability of young VET graduates, as well as language proficiency, soft skills and professional competences.

Erasmus + is the major umbrella programme enabling VET students and teaching staff to benefit from a learning experience abroad.

Incentives for continuing VET learners

Participation in continuing VET is promoted by public authorities (at the different levels) with various supporting and funding schemes addressing various target groups. Private agents (like companies, social partners, NGOs, and other actors) may also carry out different initiatives to encourage worker upskilling and reskilling.

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 at State level, though some regions are piloting some initiatives.

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 5 years. However, this right, in place since 2012, has not yet been fully developed through other legal provisions. Provisions laid down in Act 308/2015 are currently in place within the training for employment system, such as the individual training leave or the subsidised training schemes.

Individual training leave for the employed

Employees can take part in training programmes run by their companies or participate in other training schemes. They can apply for individual training leave (*Permiso Individual de Formación, 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 company agreement. The company is reimbursed for the worker's salary 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 training courses leading to officially recognised qualifications (121). 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 2020, individual training leave fell by 23% compared to 2019. Among those on an individual leave in 2020, 55.5% are men and 44.5% women and the 36-45 age group is still the most numerous (above 40 %). Slightly more than seven out of 10 PIFs undertaken were for the purpose of obtaining a university degree.

Subsidised training schemes (122)

Employed workers (and unemployed up to a limit) can participate, free of charge, in subsidised training programmes (123), which can have a sectoral or cross-sectoral approach, or address specific training needs (for example, digital skills). State or regional authorities launch public calls for proposals for the granting of public subsidies to authorised training providers.

Public-private and public-public collaboration between the State public employment service (SEPE) and the State Foundation for Employment Training (Fundae), and companies (124) and other entities belonging to the State public sector, provide workers with an important pool of free-of-charge training resources (*Digitalízate*). These help improve their employability and guarantee the right to lifelong learning, while contributing to the digital transformation, the modernisation of the productive fabric, the reduction of the digital divide and boosting access to employment.

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 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 (125) are offered in formal 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

IVET 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 (126) supports creation of more free VET places in these centres.

The first strategic plan for vocational training (127) and the plan for the modernisation of vocational training (128) of the education ministry aim to boost VET through targeted measures (initiatives to encourage research and innovation projects between VET centres and companies and institutions, setting up networks of centres of excellence, or increasing the participation of VET teachers and students in European mobility projects); a budget of EUR 1500 million is earmarked over 4 years. The education ministry, through different educational programmes of territorial cooperation with the autonomous regions, allocates different budget items to the regions for the implementation of VET policies in their territories.

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 increased hours devoted to certain subjects) (129).

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 (see also VET financing mechanisms). 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 need for special equipment and facilities, are not offered by the usual network of vocational training centres.

[120]List of calls for applications for scholarships and grants (2019/20)
<https://www.educacionyfp.gob.es/dam/jcr:56ff3995-75bb-4e6a-9dbc-0ac4966407d6/2019cuali.pdf>

[121]such as a secondary education certificate, a VET diploma, a university diploma, a language certificate.

[122]<http://www.fundae.es/convocatorias>

[123]See VET financing mechanisms.

[124]more information: <https://www.cedefop.europa.eu/en/news-and-press/news/spain-promotion-training-digital-skills-workers>

[125]<https://www.sepe.es/HomeSepe/empresas/Contratos-de-trabajo/contratacion-formacion-aprendizaje.html>

[126]On average, EUR 64 000 per group.

[129]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.

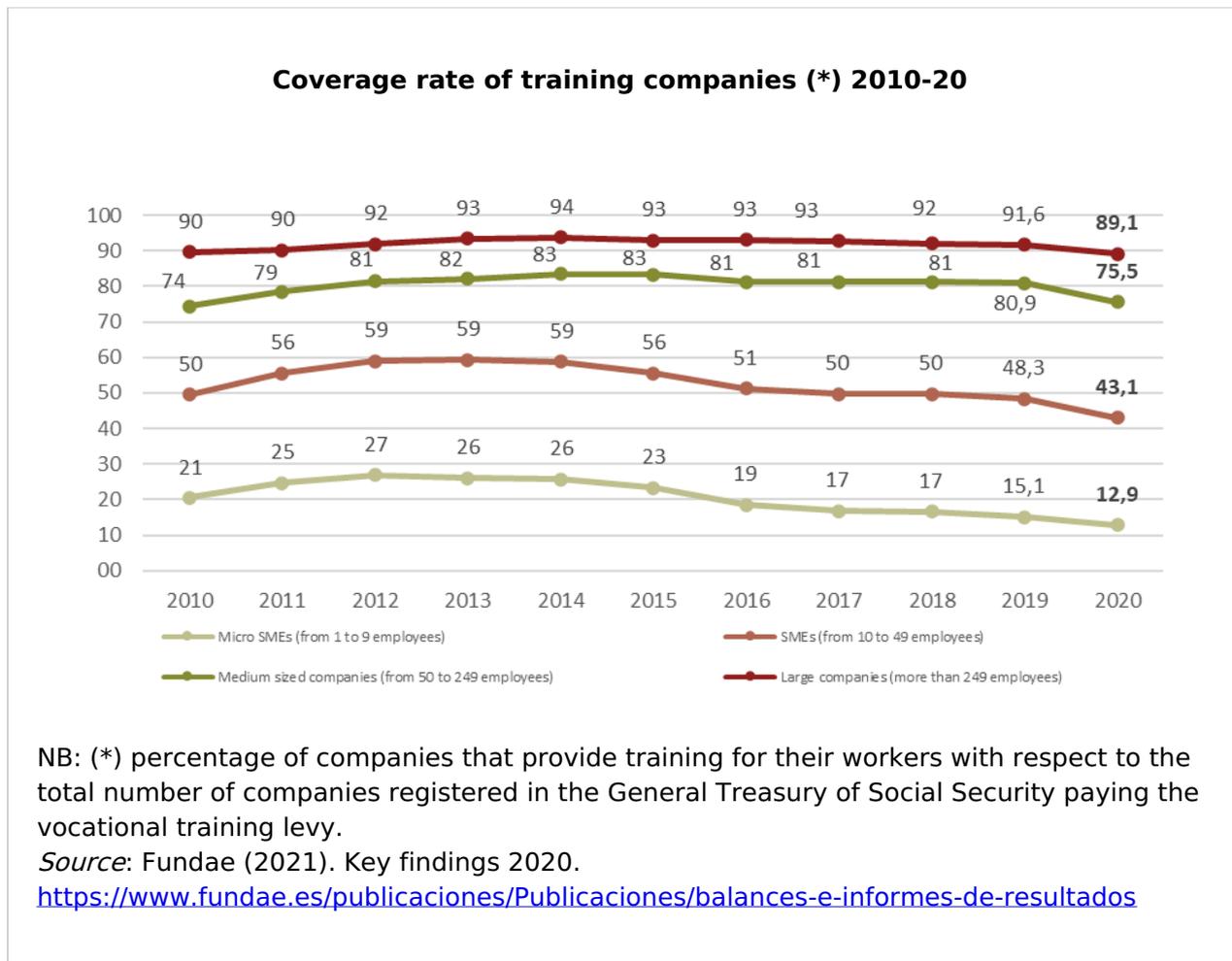
CHAPTER 14.

Incentives for enterprises to boost their participation in VET provision

Financial incentives

Companies providing training to their employees can receive discounts on their social security contributions (130). 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. This percentage ranges from 100% (businesses with six to nine employees) to 50% (big companies with more than 250 employees). Companies with fewer than six employees receive a minimum credit (EUR 420). Businesses with more than 10 employees have an obligation to finance part of the training cost, which varies depending on the size of the company: 10% for companies with 10-49 employees, up to 40% for large companies.

During the COVID-19 pandemic, a number of urgent measures were taken (131) to maintain company and learner participation (a drop of 12% and 16.6% respectively were observed in 2020) in upskilling and reskilling programmes (see Figure below).



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.

[130]See VET financing mechanisms.

[131]<https://www.cedefop.europa.eu/en/news-and-press/news/spain-unexpected-challenge-vet-europe-2020>

CHAPTER 15.

Guidance and counselling

Existing legislation aims to improve vocational career guidance and counselling (132) 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.

Various developments have taken place over the last decade. The 2020 Education Act (LOMLOE) reformulates some aspects contemplated in the 2006 education act and maintains others from the Act 8/2013 (LOMCE):

- 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.

The LOMLOE Act supports the development of the guidance system. It specifies that the education authorities, in collaboration with employment authorities, shall promote vocational career guidance in adult learning as well as guarantee a sufficient training offer with an inclusive and non-sexist perspective in both IVET and CVET.

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 (133).

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, career guidance digital platforms, and projects for dissemination of vocational training and guidance (134). It has also launched a new web portal on guidance for VET practitioners.

Information and guidance tools

The education authority promotes VET through its dedicated web portal (www.todofp.es). The contents are updated and revised daily, comprising all those national, regional and international information elements related to vocational training, its academic organisation (135), processes for validation of prior learning (136), professional certificates, and national reference centres, as well as information on teacher upskilling and career guidance. It also has dedicated sections on Europass supplements (137), labour market information (138), and information on VET competitions such as SpainSkills (139), EuropeSkills and WorldSkills.

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 (140), and an on-site customer service point with a variety of communication channels (email, instant messaging, social media networks including Twitter and Facebook, and telephone enquiries).

A web portal (141) for career guidance practitioners is in place since 2021, gathering relevant and up-to-date information material (resources, publications, programmes) and good practices, as well as an agenda with the announcement of events of interest for professionals in the sector. It presents career guidance services in the different Autonomous Communities and reference organisations, European and international guidance networks.

The Service for Internationalisation of Education (SEPIE) (142), as the Spanish Erasmus+ national agency for education and training, also supports information services to promote learning opportunities abroad.

As part of the employment activation strategies, the common employment services portfolio (143) 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 (144). All public employment services must comply with protocols and quality criteria for the provision of guidance services (145).

All IVET programmes contain at least one vocational module, sometimes several, 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 (146);
- Cedefop's labour market intelligence toolkit (147);
- Cedefop's inventory of lifelong guidance systems and practices (148).

[132]Head of State (2011). Ley 2/2011, de 4 de marzo, de Economía Sostenible [Act 2/2011 of 4 March, on Sustainable Economy] (complementing dispositions from Act 5/2002 on qualifications and vocational training) Boletín Oficial del Estado, 5.3.2011, pp. 25033-25235. <http://www.boe.es/boe/dias/2011/03/05/pdfs/BOE-A-2011-4117.pdf>

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

[134]MEFP. [TodoFP.es](http://www.todofp.es): acreditación de competencias (the web page on skills validation on the Ministry of Education's website on VET): <http://www.todofp.es/acreditacion-de-competencias.html>

MEFP. Formación profesional a través de Internet (vocational training through Internet): <https://www.educacionyfp.gob.es/fpadistancia/inicio.html>

[135]<https://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/ciclos.html>

[136]<https://www.todofp.es/acreditacion-de-competencias.html>

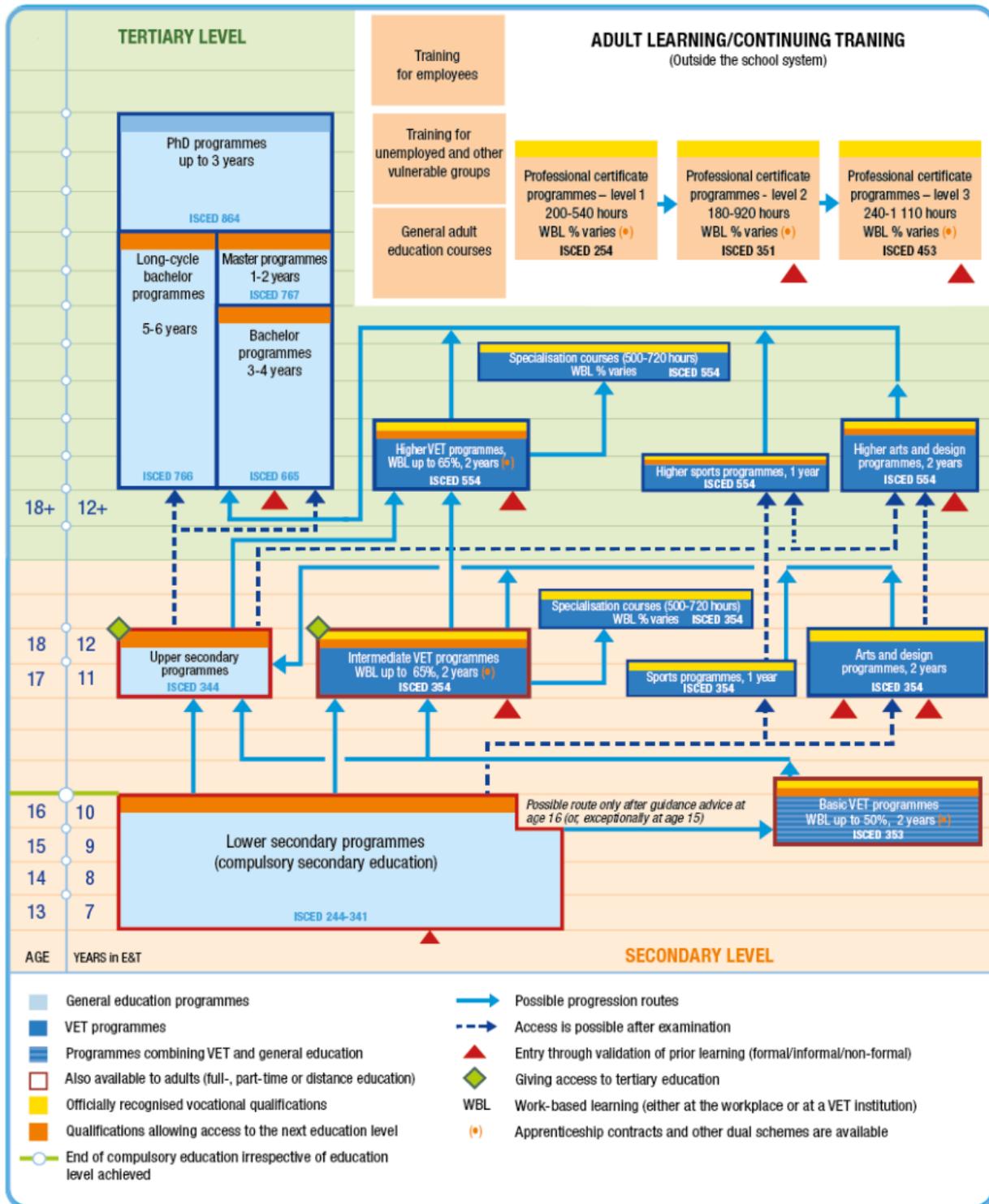
[137]<http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe.html>.

Europass supplements for CdPs at

<https://www.sepe.es/HomeSepe/Personas/formacion/certificados-profesionalidad/suplementoseuropass.html>

- [138]<https://www.todofp.es/orientacion-profesional/busca-empleo-entrenate/mercado-laboral.html>
- [139]<https://spain-skills.es/>
- [140]Decide tu itinerario: <http://www.todofp.es/decide/>
- [141]<https://euroguidance-spain.educacionyfp.gob.es/inicio.html>
- [142]<http://sepie.es/>
- [143]MEYSS, 2015. Real Decreto 7/2015, de 16 de enero, por el que se aprueba la Cartera Común de Servicios del Sistema Nacional de Empleo [Royal Decree 7/2015 of 16 January, by which the Common Employment Services Portfolio of the National Employment System is approved]. Boletín Oficial del Estado, No 31, 5.2.2015, pp. 9422-9435.
<http://www.boe.es/boe/dias/2015/02/05/pdfs/BOE-A-2015-1056.pdf>
- [144]Labour authorities also have a web portal on validation of the skills acquired through work experience ([RECEX](http://www.sepe.es/portalSedeEstaticos/flows/gestorContenidos?page=receXIndex)). SEPE Reconocimiento de las competencias profesionales adquiridas
<https://sede.sepe.gob.es/portalSedeEstaticos/flows/gestorContenidos?page=receXIndex>
- [145]Reference guides for the development of such protocols were published by Orden ESS/381/2018, de 10 de abril, por la que se aprueba la Guía técnica de referencia para el desarrollo de los protocolos de la Cartera Común de Servicios del Sistema Nacional de Empleo [Order ESS/381/2018, of 10 April, approving the Technical Reference Guide for the development of the protocols of the Common Services Portfolio of the National Employment System]. Boletín Oficial del Estado, No 91, 14.4.2018, pp. 38976-39087.
<http://www.boe.es/boe/dias/2018/04/14/pdfs/BOE-A-205106.pdf>
- [146]<http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>
- [147]<http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>
- [148]<https://www.cedefop.europa.eu/en/publications-and-resources/country-reports/inventory-lifelong-guidance-systems-and-practices>

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, 2022.

VET Programme Types

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

Basic VET programmes (FP Básica, Título profesional básico) ISCED 353	
EQF level	The Spanish education system is not referenced to EQF levels.
ISCED-P 2011 level	353
Usual entry grade	10 (149)
Usual completion grade	12
Usual entry age	15 (150)
Usual completion age	18
Length of a programme (years)	2
Is it part of compulsory education and training?	<p>✗</p> <p>Compulsory education in Spain includes</p> <ul style="list-style-type: none"> • 6 years in primary school (learners aged 6 to 12); • 4 years in lower secondary education (ESO in Spanish) (learners aged 12 to 16). <p>Basic VET programmes are an alternative option offered to learners (151) who have not completed lower secondary to stay in education and training.</p>
Is it part of formal education and training system?	<p>✓</p>

Is it initial VET? ✓

Is it continuing VET? ✓

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

Is it offered free of charge? ✓

Is it available for adults? ✓

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

ECVET or other credits VET programmes are based on learning outcomes with a strong following ECVET guidelines.

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

- School-based learning (face-to-face), including work-based simulations/full-time (young people); or on a part-time mode
- work placement module (*formación en centros de trabajo*) module of 240 hours;
- dual VET (with or without an apprenticeship contract). Just over 10% were enrolled in these programmes in the dual modality.

Enrolments in education authority VET, 2019/20

2019/20	Total learners	% Dual	% Distance
Basic VET	76 440	1.1%	-
Intermediate VET	368 359	3.3%	8.7%
Higher VET	446 706	4.5%	17.1%
Total	891 505	3.7%	12.2%

Source: Prepared by ReferNet Spain from Statistics of non-university Education and Vocational Training.

http://estadisticas.mecd.gob.es/EducaDynPx/educabase/index/universitaria/alumnado/matriculado/series/series_alumnado&f

Main providers Main education authority VET providers include:

- public, publicly funded private and private institutions and education authority;
- in some cases, integrated training centres which are public vocational training within the education system, and vocational training centres.

Public, publicly funded private and private centres are the main providers of 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* workplace);
- dual VET (apprenticeships);
- training and apprenticeship contracts (153);
- dual VET projects offered within the education system and (based on learning agreements between the VET provider and

Main target groups

- Learners over 15
- Adults (under specific conditions)

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

In 2019-20, nearly half (48.7%) of those enrolled in basic VET were 15-17 years old (theoretical age for this type of programme) and 32.9% were 18-24 years old (over account for 18.4% (154).

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
- to have finished the first cycle of secondary compulsory education or, exceptionally, have finished the second course of secondary education
- to be recommended by teaching staff and have consent (or be emancipated).

Education authorities, apart from compulsory education, can also accept learners over 17 and do not have a VET or a secondary qualification.

Assessment of learning outcomes	<p>Basic VET programmes run in a 2-year programme of 2 000 hours (academic years, up to 3 when taken as a dual programme), of which a minimum of 240 hours are completed in workplace.</p> <p>These programmes are made up of different vocational modules of contents, evaluation criteria and learning outcomes, considering and lifelong learning skills.</p> <p>They comprise modules linked to competence units of the national standards, and modules linked to the acquisition of lifelong learning skills: communication and society and applied sciences modules, with foreign language, social sciences, mathematics and science in a learning context in a professional field; there is also a specific environment.</p> <p>Assessment has a continuous, formative nature and is carried out throughout the following year depends on the result of the assessment. Marks range from one to 10, where five or over is a pass.</p> <p>The work placement module is expressed in terms of passed/failed. Recognition of their professional competence acquired through training may be totally or partially exempt from the work placement.</p> <p>As a result of the assessment process, the relevant decisions are taken by the teaching team as a whole at the end of each year.</p> <p>Completion of a VET programme requires a pass grade in all the modules. It may take the same programme up to a maximum of 4 years.</p>
--	--

Diplomas/certificates provided	<p>Basic VET programmes lead to a basic VET diploma (<i>Título profesional básico</i>) with academic and professional validity.</p> <p>Students who finish basic VET will obtain the lower secondary education diploma directly if the teaching staff considers they have achieved the ESO level.</p>
---------------------------------------	---

Examples of qualifications	<p>Basic level applier of phytosanitary pesticides (156) /sector: Agricultura / <i>básico de plaguicidas de uso fitosanitario/ Familia Profesional: Agricultura</i></p>
-----------------------------------	---

Progression opportunities for learners after graduation	<p>Holders of a basic VET diploma may</p> <ul style="list-style-type: none"> • enter the labour market, or • enrol directly in intermediate VET programmes (ISCED 35) • obtain the ESO (157) diploma, if the teaching staff considers they have achieved the objectives and necessary skills of ESO level, opening up access to higher education programmes
--	--

Destination of graduates **Share of basic VET graduates (2016/17) pursuing further education**

	Total	Basic VET programmes	Intermediate VET programmes	Upper secondary general education (baccalaureat programmes)
1 year later	62.1	0.1	59.1	1.9
2 years later	46.4	0.1	43.6	1.7
3 years later	30.9	0.0	21.5	1.0

Source: MEFP (2021). Estadística de Seguimiento Educativo Post-Formación Profesional. Nota resumen [Post-Educational Monitoring of Vocational Training. Summary note]. <https://www.educacionyfomento.gob.es/contenidos/estadistica-de-seguimiento-educativo-post-formacion-profesional/2021/2021-01-2021-02/4d92-b6ef-fc5a53409c86/nota-ed-2021.pdf>

Awards through validation of prior learning ✓

VET diplomas, established by decrees, are composed of a set of competence units (UCs). UC is a set of skills that can be partially recognised and certified.

Competence units acquired either in the VET system or through non-formal learning are individually assessed and certified and may be recognised as a qualification in IVET and CVET.

General education subjects ✓

Basic VET programmes are made up of vocational modules (with both theoretical and practical contents corresponding to the different learning skills):

- learning modules linked to competence units of the national standards (CNCP);
- a work placement vocational module, to be completed in the workplace;
- modules for the acquisition of lifelong learning skills (Spanish language, social sciences, mathematics and sciences);
- all basic VET programmes include cross-curricular skills like health and safety, prevention, entrepreneurship, business activity and work organisation.

Key competences ✓

Since 2015, VET diploma programmes are being updated and the productive sectors, including and reinforcing the eight key way.

Basic VET programmes are made up of vocational modules with practical contents corresponding to the different professional lifelong learning skills.

All basic VET programmes (159) include cross-curricular skills:

- teamwork, health and safety at work; entrepreneurship, leadership
- respect for the environment and promotion of physical activity
- skills related to reading comprehension, oral and written communication and constitutional education.

Application of learning outcomes approach ✓

VET diploma programmes (established by royal decrees) are based on a strong focus on work-based learning, following ECVET guidelines. On average, 55-65%, the remaining 45-35% of the programme curriculum is adapted to local socioeconomic characteristics.

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

8.3% (160)

Share of students according to VET level programme, 2019-2020

Basic VET	Interm. VET	Higher VET	Arts & Design	Higher Arts & Design	Sports	Higher Sports
76 440	368 359	446 706	3 396	15 092	9 815	734
8.30%	40.02%	48.53%	0.37%	1.64%	1.07%	0.08%

Source: Elaborated by ReferNet Spain from Statistics of non-university Education and Vocational Training. <https://www.educacionyfp.ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020>

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

[153]<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>

[154]Elaborated by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>.

[155]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).

[156]The list of VET diplomas offered in IVET is available (in Spanish) from the Ministry of Education's website on guidance and VET, MECD: <http://www.todofp.es/que-como-y-donde-estudiar.htm>

[157] *Educación Secundaria Obligatoria* (ESO) is the end of lower secondary compulsory education diploma, necessary to access higher level studies.

[158] 687 standards in 26 sector branches are listed in the national catalogue of occupational/professional standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP).

https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19

[159] 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.

[160] 2019/20

Intermediate VET
programmes

WBL up to 65%,

2 years

ISCED 354

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

EQF level	The Spanish education system is not referenced to EQF levels.	ISCED-P 2011 level	354
Usual entry grade	11	Usual completion grade	13
Usual entry age	16	Usual completion age	18
Length of a programme (years)	2 3 (when combined with a training and apprenticeship contract)		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✓
Is it offered free of charge?	✓	Is it available for adults?	✓

ECVET or other credits VET programmes are based on learning outcomes with a strong following ECVET guidelines (161).

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

- School-based learning (face-to-face), including work-based simulations, etc./full-time (young people); or on a part time
- distance learning (adults) (162);
- dual VET (with or without a training and apprenticeship c
- work placement module (*formación en centros de trabajo*) module of 400 hours.

Intermediate VET programmes run in a 2-year programme of : practical training, of which a minimum of 400 hours are compl

In 2019/20, 9% of learners enrolled in intermediate VET follow distance learning mode and over 3% were enrolled in the dual

Enrolments in education authority VET, 2019/20

2019/20	Total learners	% Dual	% Distance
Basic VET	76 440	1.1%	-
Intermediate VET	368 359	3.3%	8.7%
Higher VET	446 706	4.5%	17.1%
Total	891 505	3.7%	12.2%

Source: Prepared by ReferNet Spain from Statistics of non-university Education and Vocational Training.

http://estadisticas.mecd.gob.es/EducaDynPx/educabase/index/universitaria/alumnado/matriculado/series/series_alumnado&f

Main providers Main education authority VET providers include:

- public, publicly funded private and private institutions ap education authority;
- integrated training centres which are public and provide within the education system, and vocational training for en
- occasionally, national reference centres, which are public different professional branches, in charge of carrying out ir initiatives in the area of vocational training.

Public, publicly funded private and private centres are the main authority VET programmes; only one in four learners attends p

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,
- work placement module (*formación en centros de trabajo*) module of 400 hours at a workplace (students with previous exempt);
- dual VET (apprenticeships);
 - training and apprenticeship contracts (164);
 - dual VET projects offered within the education system and implemented by the regions (provider, the learner and the company).

<p>Main target groups</p>	<ul style="list-style-type: none"> • learners over 16; • adults. <p>There is a large share of learners older than the theoretical sc 2019/20, 34.0% of intermediate VET learners were aged betw (165).</p>
<p>Entry requirements for learners (qualification/education level, age)</p>	<p>Intermediate VET is accessible to:</p> <ul style="list-style-type: none"> • holders of the ESO (166) diploma; • graduates from basic VET (ISCED 353) programmes; • young people over 17 and adults, through validation of p (formal/informal/non-formal).
<p>Assessment of learning outcomes</p>	<p>Assessment takes as reference the objectives, expressed in le evaluation criteria of each of the vocational modules, as well a established (by legislation) for each VET programme.</p> <p>Completion of a training programme requires a pass grade in</p> <ul style="list-style-type: none"> • marks are expressed in numbers from one to 10, whole n considered a pass; • the work placement vocational module is expressed in te <p>IVET programmes last 2 000 hours, the equivalent to 2 full-tir taken as a dual programme. Assessment has a continuous, fo by professional modules.</p>
<p>Diplomas/certificates provided</p>	<p>Intermediate VET programmes lead to a VET diploma with aca (<i>Título de Técnico</i>) at ISCED level 354 allowing access to high tertiary level.</p>
<p>Examples of qualifications</p>	<p>Aquaculture (167) / sector: Maritime and fishing industry (<i>Cu Profesional: Marítimo pesquera</i>)</p>
<p>Progression opportunities for learners after graduation</p>	<p>Holders of an intermediate VET diploma may</p> <ul style="list-style-type: none"> • enter the labour market; • enrol directly onto higher VET programmes (ISCED 554); • return to upper secondary general education programme an unusual option.

Destination of graduates **Share of Intermediate VET graduates (2016/17) pursuing**

	Total	Intermediate VET programmes	Upper secondary general education baccalaureate programmes	Higher VET programmes
1 year later	41.1	3.8	0.8	35.3
2 years later	40.3	3.6	0.7	34.9
3 years later	24.8	2.4	0.5	17.3

Source: MEFP (2021). Estadística de Seguimiento Educativo Post-Formación Profesional. Nota resumen [Post-Educational Monitoring Vocational Training. Summary note]. <https://www.educacionyf6866-4d92-b6ef-fc5a53409c86/nota-ed-2021.pdf>

Awards through validation of prior learning ✓

VET diplomas, established by decrees, are composed of a set of competence units (UCs); each of which includes a set of competence units (UCs). UCs certify professional skills that can be partially recognised and certified.

Competence units acquired either in the VET system or through non-formal learning are individually assessed and certified and may be accredited for qualification in IVET and CVET.

General education subjects

Intermediate VET programmes are made up of vocational modules with theoretical and practical contents corresponding to the different professional fields and lifelong learning skills:

- vocational modules, specific to each professional field, in accordance with professional standards (CNCP);
 - a work placement vocational module, to be completed in a company;
 - one or more vocational modules related to employment and the development of the entrepreneurial spirit;
 - voluntary subjects, such as communication in Spanish, job search, foreign language; applied mathematics;
 - where appropriate, any subject related to professional fields in the intermediate VET programmes.
-

Key competences ✓

Key competences to be taken as a reference:

- information processing and digital competence;
- competence in linguistic communication;
- mathematical competence;
- competence in knowledge and interaction with the physical world;
- social and civic competence.

Application of learning outcomes approach ✓

VET diploma programmes (established by royal decrees) are based on a strong focus on work-based learning, following ECVET guide for 55-65%; the remaining 45-35% of the programme curriculum is aligned to local socioeconomic characteristics.

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

40.02%

Share of students according to VET level programme, 2019-2020

Basic VET	Interm. VET	Higher VET	Arts & Design	Higher Arts& Design	Sports
76 440	368 359	446 706	3 396	15 092	9 815
8.30%	40.02%	48.53%	0.37%	1.64%	1.07%

Source: Prepared by ReferNet Spain from Statistics of non-university Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>

[161] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

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

[163] 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).

[164] <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>

[165] Elaborated by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>.

[166] *Educación Secundaria Obligatoria* (ESO) is the end of lower secondary compulsory education diploma, necessary to access higher level studies.

[167] 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-ingl-s.html>

[168]Leading to *Bachillerato*, the end of upper secondary education diploma, necessary to access tertiary level academic studies.

[169]687 standards in 26 sector branches are listed in the national catalogue of occupational standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP).
https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-4c3c-8382-a3842e4a6e19

Arts and design
programmes,

2 years

Sports programmes,

1 year

ISCED 354

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

EQF level	The Spanish education system is not referenced to EQF levels.	ISCED-P 2011 level	354
Usual entry grade	11	Usual completion grade	13 (for arts and design programmes) 12 (for sports programmes)
Usual entry age	17	Usual completion age	19 (for arts and design programmes) 18 (for sports programmes)
Length of a programme (years)	2 (arts and design programmes) 1 (sports programmes)		
Is it part of compulsory education and training?	✗ Compulsory education in Spain includes <ul style="list-style-type: none">• 6 years in primary school (learners aged 6 to 12);• 4 years in lower secondary education (ESO in Spanish) (learners aged 12 to 16).	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	Information not available

Is it offered free of charge? ✓

Is it available for adults? ✓

ECVET or other credits VET programmes are based on learning outcomes with a strong work-based learning, following ECVET guidelines (170).

Learning forms (e.g. dual, part-time, distance) These programmes are offered in schools that are specialised to the type and level of education in artistic or sports fields and can be taken face-to-face.

Main providers Main education authority VET providers include public, public/private and private institutions approved by the competent education authority.

Both types of programmes are offered by specialised providers

- schools of plastic arts and design: public or private centres authorised by the competent education administration;
- sport programmes: these do not have a specific denomination; public or private centres authorised by the competent education administration, whether they are integrated in the IVET centres or sports federations' centres.

Share of work-based learning provided by schools and companies Information not available

Work-based learning type (workshops at schools, in-company training / apprenticeships) These programmes are offered in schools that are specialised to the type and level of education in artistic or sports fields and can be taken face-to-face.

Main target groups

- Learners over 16

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

Arts and design programmes

- holding a lower secondary education (ESO) or equivalent qualification and passing a specific test to prove knowledge necessary to take advantage of these programmes;
- exemption from the test is possible in certain cases: i.e. baccalaureate in arts, Bachelor of fine arts, architecture or engineering in industrial design, intermediate or higher level diploma in plastic arts and design of a professional family or the teachings to pursue, at least 1 year of related work experience;
- learners not fulfilling entry requirements may sit an entry test which consists of two parts: a general part dealing with the content of compulsory secondary education; and a specific part, to assess artistic knowledge and the necessary skills to take advantage of these programmes.

Sports programmes:

These are organised in two cycles called initial or first level and second level.

- entry requirements for the initial cycle of sports education are: holding a 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 speciality;
- it may also be required to pass a specific exam, or to acquire sporting merit. High-level or high-performance athletes are exempted from the exam;
- learners with at least 17 years and lacking the lower secondary education qualification may sit an exam in relation to lower secondary education curriculum.

Entry through validation of prior learning is possible in the arts and design/sports programmes.

Assessment of learning outcomes

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 competences of the programme.

The evaluation is carried out by module, taking as reference the learning objectives expressed in terms of skills and competences and the respective assessment criteria.

The results of the final evaluation of each module are expressed in terms of grades according to a numerical scale from 0 to 10. Qualifications equal to or greater than five are considered positive and the rest negative.

The results of the evaluation of the practical training, are expressed in terms of 'apt / not apt'.

Diplomas/certificates provided	<p>Arts and design or sports programmes lead to:</p> <ul style="list-style-type: none"> • Technician diploma in arts and design (<i>Título de Técnico Plásticas y Diseño</i>); • Technician diploma in the corresponding sport (<i>Título de deportivo que corresponda</i>).
Examples of qualifications	<p>Plastic arts and design in ceramic decoration (<i>Artes Plásticas y Decoración cerámica</i>).</p> <p>Judo and self-defence (<i>Judo y defensa personal</i>).</p>
Progression opportunities for learners after graduation	<p>Holders of an ISCED level 354 diploma in sports or in arts and programmes have different progression opportunities:</p> <ul style="list-style-type: none"> • students who finish plastic arts and design or sports prog have direct access to the general education 2-year program leading to baccalaureate (<i>Bachillerato</i>); • students holding the diploma of plastic arts and design te and at least 18 years old, are able to enter, by passing a te higher plastic arts and design programmes; • students holding the diploma of sports technician can acc higher sports programmes, being at least 18 years old, and passing a specific test of the modality or sport specialty; • enter the labour market.
Destination of graduates	<p>Information not available</p>
Awards through validation of prior learning	<p>Arts and design or sports programmes, established by decree: composed of a set of occupational standards (171), each of v includes a set of competence units (UCs). UC is the minimum : professional skills that can be partially recognised and certifie</p> <p>Competence units acquired either in the VET system or throug validation of non-formal learning are individually assessed and and may be accumulated towards a full qualification in IVET al</p>
General education subjects	<p>✗</p>
Key competences	<p>✗</p>
Application of learning outcomes approach	<p>✓</p> <p>VET diploma programmes (established by royal decrees) are b learning outcomes with a strong focus on work-based learning ECVET guidelines.</p> <p>National curricula account for 55-65%, the remaining 45-35% programme curricula are settled at regional level aligned to lo socioeconomic characteristics.</p>

Share of learners in this programme type compared with the total number of VET learners	< 0.37%						
	Share of students according to VET level programme, 2						
	Basic VET	Interm. VET	Higher VET	Arts & Design	Higher Arts & Design	Sports	Higher Sports
	76 440	368 359	446 706	3 396	15 092	9 815	734
	8.30%	40.02%	48.53%	0.37%	1.64%	1.07%	0.08%

Source: Prepared by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas-universitaria/alumnado/fp/2019-2020.html>.

[170] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[171] 687 standards in 26 sector branches are listed in the national catalogue of occupational/professional standards (*Catálogo Nacional de Cualificaciones Profesionales - CNCP*). https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-4c3c-8382-a3842e4a6e19

Higher VET programmes

WBL up to 65%,

2 years

ISCED 554

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

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

ECVET or other credits VET programmes are based on learning outcomes with a strong focus on practical skills. Higher level VET programmes under Act 2/2006 (LOE) have 12

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

- School-based learning (face-to-face), including work-based simulations, etc /full-time or on a part time modular basis;
- distance learning (172);
- dual VET (with or without training and apprenticeship cor
- work placement module (*formación en centros de trabajo*) module of 400 hours.

Higher VET programmes run in a 2-year programme of 2 000 h of training, of which a minimum of 400 hours are completed in work-based learning.

In 2019/20, 17% of all learners enrolled in higher VET followed a dual mode. 4.5% followed these higher programmes in the dual mode.

Enrolments in IVET, 2019/20

2019/20	Total learners	% Dual	% Distance
Basic VET	76 440	1.1%	-
Intermediate VET	368 359	3.3%	8.7%
Higher VET	446 706	4.5%	17.1%
Total	891 505	3.7%	12.2%

Source: Prepared by ReferNet Spain from Statistics of non-university Education and Vocational Training.

http://estadisticas.mecd.gob.es/EducaDynPx/educabase/index/universitaria/alumnado/matriculado/series/series_alumnado&f

Main providers Main education authority VET providers include:

- public, publicly funded private and private institutions and the education authority;
- integrated training centres which are public and provide vocational training for employers within the education system, and vocational training for employers;
- national reference centres, which are public institutions and professional branches, in charge of carrying out innovation in vocational training.

Public, publicly funded private and private centres are the main providers of VET programmes; only one in four learners attends a work-based learning programme.

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*) module of 400 hours at a workplace (students with previous work experience);
- dual VET (apprenticeships):
 - training and apprenticeship contracts (174);
 - dual VET projects offered within the education system and implemented by the regions (provider, the learner and the company).

<p>Main target groups</p>	<ul style="list-style-type: none"> • learners over 18 <p>There is a large share of students older than the theoretical sc 2019/20, over 50% were 22 or older (175).</p>
<p>Entry requirements for learners (qualification/education level, age)</p>	<p>Higher VET is accessible to:</p> <ul style="list-style-type: none"> • holders of the <i>Bachillerato</i> (176) diploma; • graduates from intermediate VET (ISCED 354) programm • learners over 18, through validation of prior learning (for
<p>Assessment of learning outcomes</p>	<p>Higher level VET programmes run in a 2-year programme of 2 time academic years, up to 3 when taken as a dual programm training, of which a minimum of 400 hours are completed in w are made up of different vocational modules, which are expre: evaluation criteria and learning outcomes, considering profess lifelong learning skills. They comprise:</p> <ul style="list-style-type: none"> • vocational modules specific to each programme which m units and the social and personal skills aimed to be achieve • a work placement module. Those who get recognition of acquired through work experience or non-formal training n from the work placement module; • one or more modules on vocational training and guidance entrepreneurial initiative. • a project. <p>Assessment has a continuous, formative nature and is carried the following year depends on the result of the assessment. M from one to 10, with five or over considered as a pass.</p> <p>The work placement vocational module is expressed in terms recognition of their professional competence acquired through training may be totally or partially exempt from the work plac</p> <p>As a result of the assessment process, the relevant decisions c collegially by the teaching team at the end of each year.</p> <p>Completion of a VET programme requires a pass grade in all tl take the same programme up to a maximum of 4 years.</p>
<p>Diplomas/certificates provided</p>	<p>Higher VET programmes lead to a VET diploma (<i>título de Técni</i> allowing access to academic studies at tertiary level bachelor offered at ISCED levels 665 and 766) through an admission pr</p>
<p>Examples of qualifications</p>	<p>Travel agencies and event organisation / sector: hospitality ar <i>Viajes y Gestion de Eventos / Familia Profesional: hostelería y</i></p>
<p>Progression opportunities for learners after graduation</p>	<p>Holders of a higher VET diploma may</p> <ul style="list-style-type: none"> • enter the labour market; • access academic programmes offered at ISCED level 665 years).

Destination of graduates **Share of Higher VET graduates (2016/17) pursuing further**

	Total	Intermediate VET programmes	Upper secondary general education baccalaureate programmes	Higher VET programmes
1 year later	31.2	0.6	0.1	8.0
2 years later	31.6	0.7	0.0	7.0
3 years later	28.7	0.6	0.0	4.7

Source: MEFP (2021). Estadística de Seguimiento Educativo Post-Formación Profesional. Nota resumen [Post-Educational Monitoring Vocational Training. Summary note]. <https://www.educacionyfp.gob.es/detalle/6866-4d92-b6ef-fc5a53409c86/nota-ed-2021.pdf>

Awards through validation of prior learning ✓

VET diplomas, established by decrees, are composed of a set of competence units (UCs); each of which includes a set of competence units (UCs). UCs are professional skills that can be partially recognised and certified.

Competence units acquired either in the VET system or through non-formal learning are individually assessed and certified and may be acquired for qualification in IVET and CVET.

General education subjects ✗

Higher VET programmes are made up of vocational modules with both theoretical and practical contents corresponding to the different professional fields. They include lifelong learning skills.

- vocational modules, specific to each professional field, linked to occupational standards (CNCP);
- a work placement vocational module, to be completed in a company;
- vocational modules related to career guidance, business and entrepreneurship;
- a project module.

Key competences ✓

Key competences to be taken as a reference:

- information processing and digital competence;
- competence in linguistic communication;
- competence in knowledge and interaction with the physical world;
- social and civic competence.

Application of learning outcomes approach ✓

VET diploma programmes (established by royal decrees) are based on a strong focus on work-based learning, following ECVET guide

National curricula account for 55-65%, the remaining 45-35% settled at regional level aligned to local socioeconomic characteristics

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

48.59%

Share of students according to VET level programme, 2019-2020

Basic VET	Interm. VET	Higher VET	Arts & Design	Higher Arts& Design	Sports	Higher Sports
-----------	-------------	------------	---------------	---------------------	--------	---------------

76 440	368 359	446 706	3 396	15 092	9 815	734
--------	---------	---------	-------	--------	-------	-----

8.30%	40.02%	48.53%	0.37%	1.64%	1.07%	0.08%
-------	--------	--------	-------	-------	-------	-------

Source: Elaborated by ReferNet Spain from Statistics of non-university Education and Vocational Training. <https://www.educacionyfp.gob.es/ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>

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

[173]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).

[174]<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>

[175]Elaborated by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/fp/2019-2020.html>

[176]The end of upper secondary education diploma, allowing access to tertiary level academic or vocational studies.

[177]The list of VET diplomas offered in IVET is available (in Spanish) from the Ministry of Education official website on guidance and VET, MECD. <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>

[178]687 standards in 26 sector branches are listed in the national catalogue of occupational

standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP).

https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-4c3c-8382-a3842e4a6e19

Higher arts and design
programmes,

2 years

Higher sports
programmes,

1 year

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

EQF level	The Spanish education system is not referenced to EQF levels.	ISCED-P 2011 level	554
Usual entry grade	13 (for arts and design programmes) 12 (for sports programmes)	Usual completion grade	15 (for arts and design programmes) 13 (for sports programmes)
Usual entry age	18 (for arts and design programmes) 18 (for sports programmes)	Usual completion age	20 (for arts and design programmes) 18 (for sports programmes)
Length of a programme (years)	2 (arts and design programmes) 1 (sports programmes)		
Is it part of compulsory education and training?	✗ Compulsory education in Spain includes <ul style="list-style-type: none">• 6 years in primary school (learners aged 6 to 12);• 4 years in lower secondary education (ESO in Spanish) (learners aged 12 to 16).	Is it part of formal education and training system?	✓

Is it initial VET? ✓	Is it continuing VET?	Information not available
Is it offered free of charge?	Information not available	Is it available for adults? Not applicable (learners are already over 18)
ECVET or other credits	VET programmes are based on learning outcomes with a strong work-based learning, following ECVET guidelines (179).	
Learning forms (e.g. dual, part-time, distance)	Information not available These programmes are offered in schools that are specialised to the type and level of education in artistic or sports fields and be taken face-to-face.	
Main providers	Main education authority VET providers include public, public/private and private institutions approved by the competent education authority.	
Share of work-based learning provided by schools and companies	Information not available	
Work-based learning type (workshops at schools, in-company training / apprenticeships)	These programmes are offered in schools that are specialised to the type and level of education in artistic or sports fields.	
Main target groups	<ul style="list-style-type: none"> • learners over 18 (for arts and design programmes); • learners over 18 (for sports programmes). 	

Entry requirements for Arts and design ISCED 554 programmes learners (qualification/education level, age)

- to gain access to higher-level VET in arts and design, it is to hold the upper secondary qualification (baccalaureate) c equivalent, and pass a specific test to prove knowledge and necessary to take advantage of these programmes;
- exemption from the test is possible in certain cases: High VET diploma of plastic arts and design of a professional bra to the programme to undertake or equivalent; Baccalaurea bachelor of fine arts, architecture or technical engineering industrial design, Higher title of conservation and restorati cultural property;
- in absence of previous requirements, be 19 years old and an entry test or be 18 and hold an intermediate level VET c arts and design;
- the entry test has two parts: general part dealing with th knowledge and basic skills of the common subjects of the baccalaureate; and a specific part to assess the artistic kno and the necessary skills to take advantage of these progra

Sports programmes:

- upper secondary education qualification (baccalaureate) equivalent for academic purposes;
- sports technician diploma in the corresponding modality
- the baccalaureate diploma can be substituted by passing which maturity is demonstrated in relation to the objective baccalaureate. To take this test, learners have to be 19 ye; 18 years with a diploma at intermediate level VET in physic sports activities sector branch;
- this test can be substituted by the common part of the te access to higher level VET programmes;
- in addition to the general requirements, each modality m other conditions, such as accreditation of certain sporting r passing of a specific test of the modality or sport specialty.

Assessment of learning outcomes

Assessment is continuous and takes into account the progress academic maturity of the students, in relation to the general c and the professional competences of the programme.

The evaluation is carried out by module, taking as reference th objectives expressed in terms of skills and competences and t respective assessment criteria.

The results of the final evaluation of each module are express of grades according to a numerical scale from 0 to 10. Qualific equal to or greater than five are considered positive and the r negative.

The results of the evaluation of the practical training are expr terms of 'apt / not apt'.

<p>Diplomas/certificates provided</p>	<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>técnico deportivo superior en la modalidad o especialidad de</i></p>
<p>Examples of qualifications</p>	<p>Modelling and moulding ceramics (180), judo and self-defence</p>
<p>Progression opportunities for learners after graduation</p>	<ul style="list-style-type: none"> • access to higher education; • labour market.
<p>Destination of graduates</p>	<p>Information not available</p>
<p>Awards through validation of prior learning</p>	<p>Arts and design or sports programmes, established by decrees, composed of a set of occupational standards (182), 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 may be accumulated towards a full qualification in IVET and</p>
<p>General education subjects</p>	<p>✗</p>
<p>Key competences</p>	<p>✗</p>
<p>Application of learning outcomes approach</p>	<p>✓</p> <p>VET diploma programmes (established by royal decrees) are based on learning outcomes with a strong focus on work-based learning according to ECVET guidelines.</p> <p>National curricula account for 55-65%, the remaining 45-35% of 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	Share of students according to VET level programme, 2019-2020						
	Basic VET	Interm. VET	Higher VET	Arts & Design	Higher Arts & Design	Sports	Higher Sports
1.6%	76 440	368 359	446 706	3 396	15 092	9 815	734
	8.30%	40.02%	48.53%	0.37%	1.64%	1.07%	0.08%

Source: Prepared by ReferNet Spain from Statistics of non-university education. Ministry of Education and Vocational Training. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/universitaria/alumnado/fp/2019-2020.html>.

[179] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[180] <https://www.educacionyfp.gob.es/contenidos/estudiantes/enseanzas-artisticas.html>

[181] <https://www.educacionyfp.gob.es/contenidos/estudiantes/enseanzas-deportivas.html>

[182] 687 standards in 26 sector branches are listed in the national catalogue of occupational/professional standards (*Catálogo Nacional de Cualificaciones Profesionales* - CNCP). https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-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)

EQF level	The Spanish VET system is not referenced to EQF levels.	ISCED-P 2011 level	254
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	Not applicable	Usual completion age	Not applicable
Length of a programme (years)	<p>1 (up to)</p> <p>Duration of professional certificate 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.</p> <p>Professional certificate programmes are organised as modules (from 30 to 240 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.</p>		
Is it part of compulsory education and training?	<p>✗</p> <p>Professional certificate programmes are accessible to learners over 16.</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✗</p>	Is it continuing VET?	<p>✓</p>

Is it offered free of charge? ✓

Is it available for adults? ✓

ECVET or other credits These programmes are not referenced to ECVET (183).

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) (184) 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 (185).

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.

Share of work-based learning provided by schools and companies Varies

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

- practical training in the training centre;
- compulsory on-the-job training module (*módulo de formación práctica en centros de trabajo*);
- training and apprenticeship contracts.

The learning outcomes of the on-the-job module must be assessed at the workplace.

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.

Main target groups

- young people over 16;
- adults.

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

Learners must be at least 16 years old.

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 (186).

Assessment of learning outcomes

- to obtain a professional certificate, learners must successfully complete all the training modules (competence units, UCs) of that certificate;
- 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;
- 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;
- 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.

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 (187).

Diplomas/certificates provided	<p>Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of occupational standards (CNCP) (188) and they are modular in nature (189). Each professional certificate corresponds to a single occupational standard (190).</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 being used as a guide for the assessment of skills (191).</p> <p>Professional certificates were developed and updated by the State public employment service (SEPE), with the cooperation of the national reference centres; they were issued by the employment authorities (published in the official gazette). From 2020, the education ministry becomes responsible for CdP programmes.</p> <p>Professional certificates have a double effect: they set out training programmes and award a vocational qualification.</p>
Examples of qualifications	<p>CdP level 1 - Basic operations in accommodation (HOTA0108) / Hospitality and tourism sector branch (192)</p> <p><i>Operaciones básicas de pisos en alojamientos / Familia Profesional: hostelería y turismo</i></p>
Progression opportunities for learners after graduation	<p>Holders of a professional certificate (CdP) level 1 may</p> <ul style="list-style-type: none"> • enter the labour market; • may move on to the next CdP level in limited professional fields; • accumulate (partial) (193) or full CdP certificates towards the acquisition of a VET diploma (through training or validation of prior learning).
Destination of graduates	<p>Information not available</p>
Awards through validation of prior learning	<p>✓</p> <p>Full or partial (194) qualifications (professional certificates, CdPs) may be obtained through validation of non-formal and informal learning. Individuals can apply, at any time, to public authorities to have their skills validated.</p> <p>The validation process is carried out for each UC making up the professional certificate programme.</p>
General education subjects	<p>✗</p>
Key competences	<p>✗</p>

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 2020.

CdP level	2020	%
Level 1	24 450	20%
Level 2	72 870	59%
Level 3	25 462	21%
Total	122 782	100%

Source: Data provided by SEPE at 8.7.2021.

[183] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[184] *Certificados de Profesionalidad*.

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

[186] Cedefop (2021). *Spotlight on VET - 2020 compilation: vocational education and training systems in Europe*. Luxembourg: Publications Office.
<http://data.europa.eu/10.2801/10.2801/667443>

[187] IVET diploma programmes may include one or several occupational standards.

[188] https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-4c3c-8382-a3842e4a6e19

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

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

[191] 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.

[192] https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalid

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

[194] 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 occupational standards (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

EQF level	The Spanish education system is not referenced to EQF levels.	ISCED-P 2011 level	351
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	Not available	Usual completion age	Not applicable
Length of a programme (years)	<p>1 (up to)</p> <p>Duration of professional certificate 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 certificate programmes are organised by modules (from 30 to 430 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.</p>		
Is it part of compulsory education and training?	<p>✗</p> <p>Professional certificate programmes are accessible to learners over 16</p>	Is it part of formal education and training system?	<p>✓</p>
Is it initial VET?	<p>✗</p>	Is it continuing VET?	<p>✓</p>

Is it 
offered
free of
charge?

Is it 
available
for adults?

ECVET or other credits These programmes are not referenced to ECVET (195)

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) (196) 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 (197).

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.

Share of work-based learning provided by schools and companies Varies

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

- practical training in the training centre;
- compulsory on-the-job training module (*módulo de formación práctica en centros de trabajo*);
- training and apprenticeship contracts.

The learning outcomes of the on-the-job module must be assessed at the workplace.

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.

Main target groups

- young people over 16;
- adults.

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

Learners must fulfil one of the following conditions

- hold the lower secondary education diploma (ESO);
 - fulfil the academic requirement for enrolling in an intermediate VET programme (ISCED 354) or have passed the corresponding entrance exams regulated by the education administrations;
 - hold a level 1 professional certificate of the same sector branch and area;
 - hold a level 2 professional certificate in another sector
 - have passed the university entrance exams for over 25s and/or over 45s;

 - have the necessary key skills to successfully complete the training programme (have taken a key competence test in Spanish literacy and maths).
-

Assessment of learning outcomes

- to obtain a professional certificate, learners must successfully complete all the training modules (competence units, UCs) of that certificate;
- in addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) through the validation and accreditation of non-formal learning;
- 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;
- 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.

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 (198).

Diplomas/certificates provided

Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of occupational standards (CNCP) (199) and they are modular in nature (200). Each professional certificate corresponds to a single occupational standard (201).

Competence 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 being used as a guide for the assessment of skills (202).

Professional certificates were developed and updated by the State public employment service (SEPE), with the cooperation of the national reference centres; they were issued by the employment authorities (published in the official gazette). From 2020, the education ministry becomes responsible for CdP programmes. These certificates are recognised by the education and labour authorities.

Professional certificates have a double effect: they set out training programmes and award a vocational qualification.

Examples of qualifications

CdP level 2 - Assistance to rail transport passengers (HOTT0112) / Hospitality and tourism sector branch (203).

Atención a pasajeros en transporte ferroviario/ Familia Profesional: hostelería y turismo.

Progression opportunities for learners after graduation	<p>Holders of a professional certificate (CdP) level 2 may</p> <ul style="list-style-type: none"> • enter the labour market; • move on to the next CdP level in limited professional fields; • accumulate partial (204) or full CdP certificates towards the acquisition of a VET diploma (through (through training or validation of prior learning). 															
Destination of graduates	Information not available															
Awards through validation of prior learning	<p>✓</p> <p>Full or partial (205) qualifications (professional certificates, CdPs) may be obtained through validation of non-formal and informal learning. Individuals can apply, at any time, to public authorities to have their skills validated.</p> <p>The validation process is carried out for each UC making up the professional certificate programme.</p>															
General education subjects	✗															
Key competences	✗															
Application of learning outcomes approach	<p>✓</p> <p>VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.</p>															
Share of learners in this programme type compared with the total number of VET learners	<p>59% of all professional certificates issued in 2020.</p> <table border="1"> <thead> <tr> <th>CdP level</th> <th>2020</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>24 450</td> <td>20%</td> </tr> <tr> <td>Level 2</td> <td>72 870</td> <td>59%</td> </tr> <tr> <td>Level 3</td> <td>25 462</td> <td>21%</td> </tr> <tr> <td>Total</td> <td>122 782</td> <td>100%</td> </tr> </tbody> </table> <p>Source: Data provided by SEPE at 8.7.2021.</p>	CdP level	2020	%	Level 1	24 450	20%	Level 2	72 870	59%	Level 3	25 462	21%	Total	122 782	100%
CdP level	2020	%														
Level 1	24 450	20%														
Level 2	72 870	59%														
Level 3	25 462	21%														
Total	122 782	100%														

[195] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[196] *Certificados de Profesionalidad.*

[197] <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoC>

[198] IVET programmes may include one or several occupational standards.

[199] https://incual.educacion.gob.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b48bc7e-4c3c-8382-a3842e4a6e19

[200] The smallest unit that can be certified is the competence unit (*unidad de competencia*,

UC).

- [201] In some exceptional cases, an occupational standard has given rise to two CdP programmes.
- [202] 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.
- [203] https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalidad
- [204] CdPs are modular; the minimum unit that can be assessed and certified is the competence unit (partial certificate).
- [205] 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

EQF level	The Spanish education system is not referenced to EQF levels.	ISCED-P 2011 level	453
Usual entry grade	Not applicable	Usual completion grade	Not applicable
Usual entry age	Not applicable	Usual completion age	Not applicable
Length of a programme (years)	<p>1 (up to)</p> <p>Duration of professional certificate programmes level 3 ranges 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 certificate programmes are organised by modules (from 30 to 360 hours), which can be individually assessed and certified (accumulated) to obtain the corresponding certification.</p>		
Is it part of compulsory education and training?	<p>✗</p> <p>Professional certificate programmes are accessible to learners over 16.</p>	Is it part of formal education and training system?	✓
Is it initial VET?	✗	Is it continuing VET?	✓

Is it 
offered
free of
charge?

Is it 
available
for adults?

ECVET or other credits These programmes are not referenced to ECVET (206).

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) (207) 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 (208).

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.

Share of work-based learning provided by schools and companies Varies

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

- practical training in the training centre;
- compulsory on-the-job training module (*módulo de formación práctica en centros de trabajo*);
- training and apprenticeship contracts;

The learning outcomes of the on-the-job module must be assessed at the workplace.

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.

Main target groups

- young people over 16;
- adults.

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

Learners must fulfil one of the following conditions:

- hold the upper secondary baccalaureate diploma (*Bachillerato*);
 - fulfil the academic requirement for enrolling in a higher VET programme (ISCED 554) or have passed the corresponding entrance exams regulated by the education administrations;
 - hold a level 2 professional certificate of the same sector branch and area;
 - hold a level 3 professional certificate in another sector;
 - have passed the university entrance exams for over 25s and/or over 45s;
 - have the necessary key skills to successfully complete the training programme (have taken a key competence test in Spanish literacy and maths; depending on the professional certificate programme, learners may take also an English language test).
-

Assessment of learning outcomes

- to obtain a professional certificate, learners must successfully complete all the training modules (competence units-UCs) of that certificate;
- in addition to this training pathway, all or several of the competence units included in each certificate can be assessed and certified (accumulated) through the validation and accreditation of non-formal learning;
- 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;
- 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.

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 (209).

Diplomas/certificates provided

Professional certificates (CdPs) are based on occupational standards listed in the national catalogue of occupational standards (CNCP) (210) and are modular in nature (211). Each professional certificate corresponds to a single occupational standard (212).

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 being used as a guide for the assessment of skills (213). Professional certificates were developed and updated by the State public employment service (SEPE), with the cooperation of the national reference centres; they were issued by the employment authorities (published in the official gazette). From 2020, the education ministry becomes responsible for CdP programmes.

Professional certificates have a double effect: they set out training programmes and award a vocational qualification.

These certificates are recognised by the education and labour authorities.

Examples of qualifications

CdP level 3 - Process management in restaurant and catering services (HOTR0409) / Hospitality and tourism sector branch (214)

Gestión de procesos de servicio en restauración/ Familia Profesional: hostelería y turismo

Progression opportunities for learners after graduation	<p>Holders of a professional certificate (CdP) level 3 may</p> <ul style="list-style-type: none"> • enter the labour market; • accumulate (partial) (215) or full CdP certificates towards the acquisition of a VET diploma (through training or validation of prior learning). 															
Destination of graduates	Information not available															
Awards through validation of prior learning	<p>✓</p> <p>Full or partial (216) qualifications (professional certificates, CdPs) may be obtained through validation of non-formal and informal learning. Individuals can apply, at any time, to public authorities to have their skills validated. The validation process is carried out for each UC making up the professional certificate programme.</p>															
General education subjects	✗															
Key competences	✗															
Application of learning outcomes approach	<p>✓</p> <p>VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines.</p>															
Share of learners in this programme type compared with the total number of VET learners	<p>21% of all professional certificates issued in 2020</p> <table border="1"> <thead> <tr> <th>CdP level</th> <th>2020</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>24 450</td> <td>20%</td> </tr> <tr> <td>Level 2</td> <td>72 870</td> <td>59%</td> </tr> <tr> <td>Level 3</td> <td>25 462</td> <td>21%</td> </tr> <tr> <td>Total</td> <td>122 782</td> <td>100%</td> </tr> </tbody> </table> <p><i>Source:</i> Data provided by SEPE at 86.7.2021.</p>	CdP level	2020	%	Level 1	24 450	20%	Level 2	72 870	59%	Level 3	25 462	21%	Total	122 782	100%
CdP level	2020	%														
Level 1	24 450	20%														
Level 2	72 870	59%														
Level 3	25 462	21%														
Total	122 782	100%														

[206] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

[207] *Certificados de Profesionalidad.*

[208] <https://sede.sepe.gob.es/especialidadesformativas/RXBuscadorEFRED/InicioBusquedaTipoC>

[209] IVET programmes may include one or several occupational standards.

[210] https://incual.mecd.es/documents/35348/0/folleto_incual_2015_ingles.pdf/3763b486-bc7e-4c3c-8382-a3842e4a6e19

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

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

[213]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.

[214]https://www.sepe.es/SiteSepe/contenidos/personas/formacion/certificados_de_profesionalid

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

[216]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.

Specialisation courses
for

Higher VET graduates

WBL varies

500-720 hours

ISCED 554

Specialisation courses (Cursos de Especialización), ISCED 554

EQF level The Spanish education system is not referenced to EQF levels

ISCED-P 2011 level 554

Usual entry grade Not applicable

Usual completion grade Not applicable

Usual entry age 20

Usual completion age Not applicable

Length of a programme (years) Variable, depending on the content between 500-720 hours

Is it part of compulsory education and training? ✗

Is it part of formal education and training system? ✓

Is it initial VET? ✗

Is it continuing VET? ✓

Is it offered free of charge? ✓

Is it available for adults? ✓

ECVET or other credits VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines (218).

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-based learning (face-to-face), including work-based learning at workshops, labs, simulations, etc./full-time or on a part time modular basis; • In some programmes, work placement module (<i>formación en centros de trabajo, FCT</i>), compulsory training module of variable duration. <p>These programmes started in 2020/21 only in the face-to-face modality.</p>
Main providers	<p>Main education authority VET providers include:</p> <ul style="list-style-type: none"> • public, publicly funded private and private institutions approved by the competent education authority; • integrated training centres which are public and provide both IVET and CVET programmes; <p>Public, publicly funded private and private centres are the main providers of education authority VET programmes. Programmes started in 2020/21. 100% of learners attended public centres.</p>
Share of work-based learning provided by schools and companies	Varies
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school (workshops, labs, simulations, etc.); • work placement module (<i>formación en centros de trabajo, FCT</i>) - compulsory training module of variable duration at a workplace (students with previous work experience may be exempt);
Main target groups	Higher VET graduates in the same field of studies
Entry requirements for learners (qualification/education level, age)	Holding a higher VET diploma in the same field of studies depending on the specialisation programme

Assessment of learning outcomes	<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 specialisation programme.</p> <p>Completion of a training programme requires a pass grade in all the vocational modules.</p> <ul style="list-style-type: none"> • marks are expressed in whole numbers from one to 10; only a five or over is considered a pass; • the work placement vocational module, however, is expressed in terms of passed/failed. <p>Assessment has a continuous, formative nature and is carried out by vocational modules.</p>
Examples of qualifications	<p>Expert in cell cultures / <i>Expertos en cultivos celulares</i></p> <p>Audio scriptwriter-description of audiovisual works and live shows and events / <i>Guionista de proyectos de audio-descripción de obras audiovisuales y espectáculos en vivo y eventos</i></p>
Progression opportunities for learners after graduation	<p>Holders of a higher VET diploma may</p> <ul style="list-style-type: none"> • enter the labour market; • access academic programmes offered at ISCED level 665 (Bachelor programmes 3 to 4 years).
Destination of graduates	<p>Information not available</p>
Awards through validation of prior learning	<p>✓</p> <p>VET certifications, established by decrees, are composed of a set of professional, personal, and social competences that can be partially recognised and certified.</p>
General education subjects	<p>✗</p> <p>Specialisation 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"> • vocational modules, specific to each professional field, linked to the national catalogue of professional standards (CNCP); • in some cases, a work placement vocational module, to be completed in a workplace;
Key competences	<p>✗</p>

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

not available

These programmes started to be implemented in 2020/21 (see Table below).

Specialisation courses for:	Students
Intermediate level VET graduates	100
Higher level VET graduates	920
Total	1 020

Source: Students of specialisation courses. Advanced data. Statistics of non-university education. Ministry of Education and Vocational Training. Extracted 9.7.2021.

<https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/matriculado/series.html>

[218] https://ec.europa.eu/education/resources-and-tools/the-european-credit-system-for-vocational-education-and-training-ecvet_en

Specialisation courses
for

Intermediate VET
graduates

WBL varies

500-720 hours

ISCED 354

Specialisation courses (Cursos de Especialización), ISCED 354

EQF level The Spanish education system is not referenced to EQF levels

ISCED-P 2011 level 354

Usual entry grade Not applicable

Usual completion grade Not applicable

Usual entry age 18

Usual completion age Not applicable

Length of a programme (years) Variable, depending on the content. 300-650 hours

Is it part of compulsory education and training? ✗

Is it part of formal education and training system? ✓

Is it initial VET? ✓

Is it continuing VET? ✓

Is it offered free of charge? ✓

Is it available for adults? ✓

ECVET or other credits VET programmes are based on learning outcomes with a strong focus on work-based learning, following ECVET guidelines (217).

Learning forms (e.g. dual, part-time, distance)	<ul style="list-style-type: none"> • school-based learning (face-to-face), including work-based learning at workshops, labs, simulations, etc./full-time or on a part time modular basis; • in some programmes, work placement module (<i>formación en centros de trabajo, FCT</i>) compulsory training module of variable duration. <p>These programmes started in 2020/21 only in the face-to-face modality.</p>
Main providers	<p>Main education authority VET providers include:</p> <ul style="list-style-type: none"> • public, publicly funded private and private institutions approved by the competent education authority; • integrated training centres which are public and provide both IVET and CVET programmes; <p>Public, publicly funded private and private centres are the main providers of education authority VET programmes. Programmes started in 2020/21. 100% of learners attended public centres.</p>
Share of work-based learning provided by schools and companies	Varies
Work-based learning type (workshops at schools, in-company training / apprenticeships)	<ul style="list-style-type: none"> • practical training at school (workshops, labs, simulations, etc.); • work placement module (<i>formación en centros de trabajo, FCT</i>), compulsory training module of variable duration at a workplace (students with previous work experience may be exempt);
Main target groups	Intermediate VET graduates in the same field of studies
Entry requirements for learners (qualification/education level, age)	Holding an intermediate VET diploma in specific areas depending on the specialisation programme

Assessment of learning outcomes	<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 specialisation programme.</p> <p>Completion of a training programme requires a pass grade in all the vocational modules.</p> <ul style="list-style-type: none"> • marks are expressed in whole numbers from one to 10; only a five or over is considered a pass; • the work placement vocational module, however, is expressed in terms of passed/failed. <p>Assessment has a continuous, formative nature and is carried out by vocational modules.</p>
Examples of qualifications	<p><i>Técnico instalador en infraestructuras de redes 5G.</i> / Technician in 5G network infrastructure installation.</p> <p><i>Técnico de mantenimiento de vehículos eléctricos</i> / Electric vehicle maintenance technician</p>
Progression opportunities for learners after graduation	<p>Holders of an intermediate VET diploma may</p> <ul style="list-style-type: none"> • enter the labour market; • enrol directly onto higher VET programmes (ISCED 554);
Destination of graduates	<p>Information not available</p>
Awards through validation of prior learning	<p>✓</p> <p>VET certifications, established by decrees, are composed of a set of professional, personal, and social competences 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>
General education subjects	<p>✗</p> <p>Specialisation 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"> • vocational modules, specific to each professional field, linked to the national catalogue of occupational standards (CNCP); • in some cases, a work placement vocational module, to be completed in a workplace;
Key competences	<p>✗</p>

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

not available

These programmes started to be implemented in 2020/21 (see Table below).

Specialisation courses for:	Students
Intermediate level VET graduates	100
Higher level VET graduates	920
Total	1 020

Source: Students of specialisation courses. Advanced data. Statistics of non-university education. Ministry of Education and Vocational Training. Extracted 9.7.2021.

<https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/matriculado/series.html>

References

- [90] Cedefop (2021). Spotlight on VET - 2020 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office.
<http://data.europa.eu/10.2801/10.2801/667443>
- [108] Ministry of Employment and Social Security (2017). Real Decreto 1032/2017, de 15 de diciembre, por el que se aprueba la Estrategia Española de Activación para el Empleo 2017-2020 [Royal Decree 1032/2017 of 15 December, approving the Spanish Employment Activation Strategy 2017-2020]. Boletín Oficial del Estado, No 305, 16.12.2017, pp. 124186-124217. <https://www.boe.es/boe/dias/2017/12/16/pdfs/BOE-A-2017-14858.pdf>
- [127] MEFP (2019). I Plan estratégico de formación profesional del sistema educativo 2019-2022 [Ist. strategic plan for vocational training of the education system].
<https://www.todofp.es/dam/jcr:163978c0-a214-471e-868d-82862b5a3aa3/plan-estrategico--enero-2020.pdf>
- [128] MEFP (2020). Plan de modernización de la formación profesional [Plan for the modernisation of vocational training]. <https://www.todofp.es/dam/jcr:5d43ab06-7cdf-4db6-a95c-b97b4a0e1b74/220720-plan-modernizacion-fp.pdf>