

Erasmus+ - project
„European qualification concept –
Specialist for Vocational Orientation”



Guideline for implementation
of the European qualification concept
in Spain
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Developed by the Spanish partner
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1. Description of the VET system in Spain

In Spain the Vocational Education and Training System is framed on the National Qualifications and VET System, which establishes the National Professional Qualifications and Modular Catalogue for VET.

This system is developed in two different administrations: the labour administration and the educational administration. There is a common element to develop the training organized by both administrations that allows their correspondence and mutual recognition: the unit of competence.

Training developed in the field of training for employment (labour administration) leads to certificates of professional qualification, and those developed in the educational field culminate in vocational training diplomas.

Within the European Qualifications Framework, Spain has developed 5 levels of qualifications, reaching up to pre-university levels, which in the case of the education system diplomas are fixed by:

Intermediate VET (1-2 EQF levels) – Basic Vocational Diploma

Advanced VET (3 EQF level) – Diploma of Technician

Higher VET (4-5 EQF levels) – Diploma of Higher Technician

There are more than 150 VET courses within 26 professional families, with theoretical and practical contents suitable for various professional fields.

Moreover, there also exists the chance to attend further training courses linked to the National Qualifications Catalogue.

In both VET systems (belonging to education and labour administrations) the acquisition of learning outcomes is sought based on the passing of training or professional modules of a technical-professional nature, so that the learning outcomes of common subjects (not associated with professional qualifications) is not addressed. These common subjects stick to other educational stages (Secondary Education and A levels).

Main areas of concern

The main fields of action of the VET Systems are

- Facilitate lifelong learning
- Training pathways
- Labour market opportunities
- Job search procedures
- National Qualifications System and Vocational Training
- Procedures for recognising and validating prior learning and learning pathways

Regulations

In 2002, an **Organic Act on Qualifications and VET** was published. Goals set by this act (Article 14) are

- Provide information on opportunities for job
- Provide information on the opportunities for acquisition, assessment and accreditation of professional competences
- Provide information and advice on training offers and individual training paths to improve the chances of insertion and mobility in the job market

In 2006, an **Organic Act on Education** was published. Article 5, point 6 rules Lifelong Learning, and establishes that it is the duty of governing bodies to facilitate access to information and guidance over lifelong learning offers and the possibilities to access to them.

In its art. 22, point 3, it sets that in compulsory secondary education, and special attention will be paid to educational and vocational guidance to students.

In Navarra, these aspects are further developed in the Decree 66/2010, of October 29th, that regulates the educational and vocational guidance in educational institutions at the Autonomous Community of Navarra. It develops the career guidance in almost every educational level and states that guidance functions are publicly funded and performed by Educational guidance agents, who are:

- ✓ Teachers, mentors, class or course teaching staffs, school governing bodies and educational coordinating bodies, who are involved and carry out guidance actions, during the performance of their teaching function.
- ✓ Teachers of the speciality of Educational Guidance, which is the specialized technical support for guidance.

Focusing on **VET courses**, there are two different teaching specialities related to guidance:

- ✓ **Professional Training and Guidance teacher**: a teacher that has two main professional modules in every VET course.

Professional Training and Guidance: to get acquaintance with labour stuff: Selection of job opportunities, identifying the different possibilities of labour integration, and the alternatives of lifelong learning rights and duties derived from labour relationships, protection and prevention measures, analysing risk situations in the labour setting, in accordance with the training set at the Health and safety at work act (basic level).

Business and Entrepreneurial Initiative: Creating a small enterprise and assessing the impact on its development, legal structure, legal obligations, basic administrative and financial management activities, identification of the main accounting and tax obligations and filling in of documentation.

- ✓ **Educational Guidance agent**: He or she doesn't give classes. In addition to the characteristic functions of the educational guidance, he or she can perform information

functions and general guidance on the National Qualifications System and its implementation in Navarra, including the procedure for assessment and accreditation of prior learning.

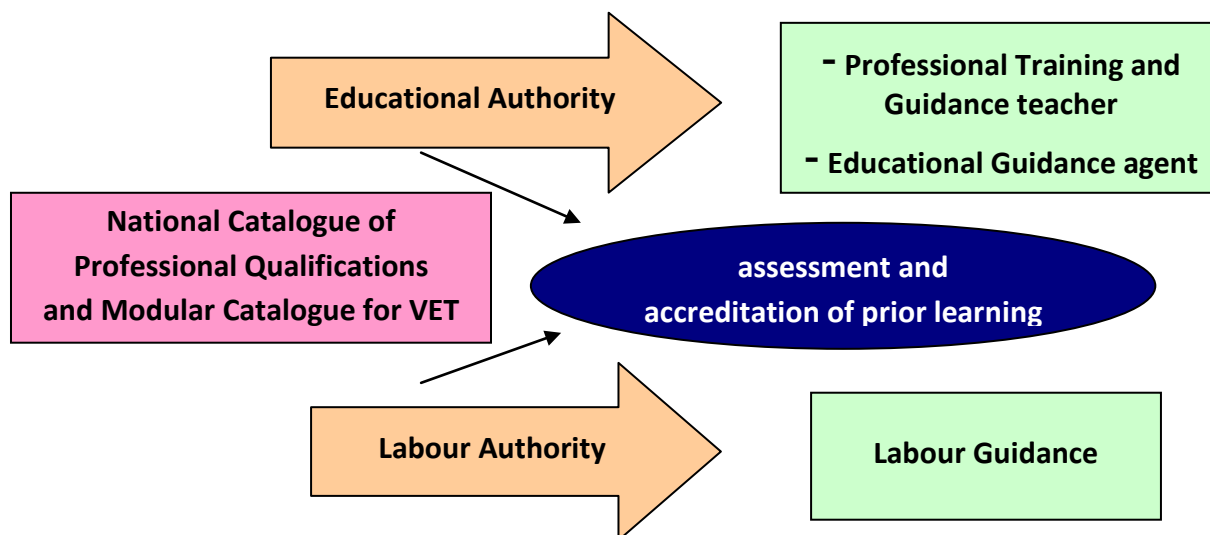


Diagram of the Spanish Education System

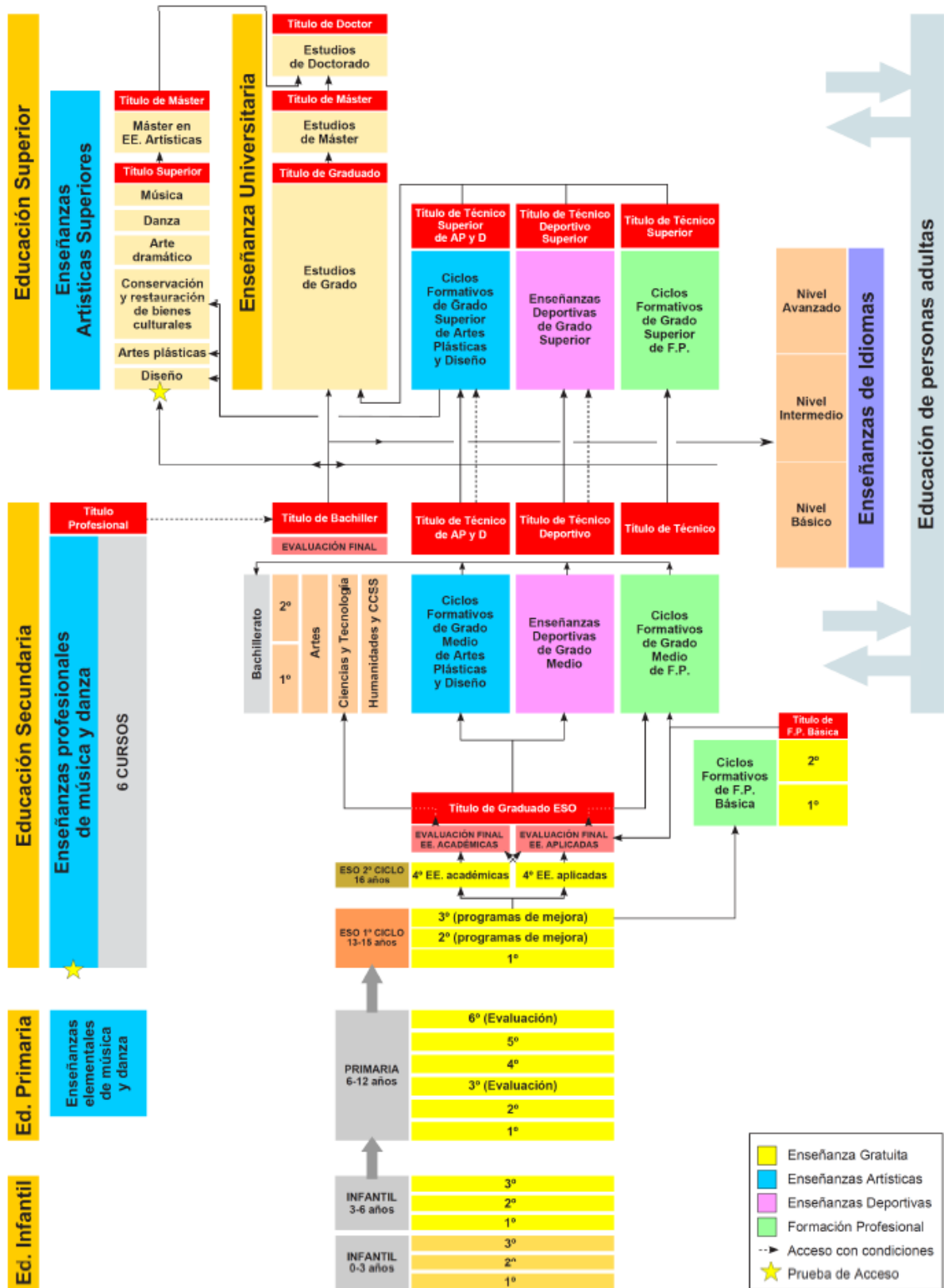
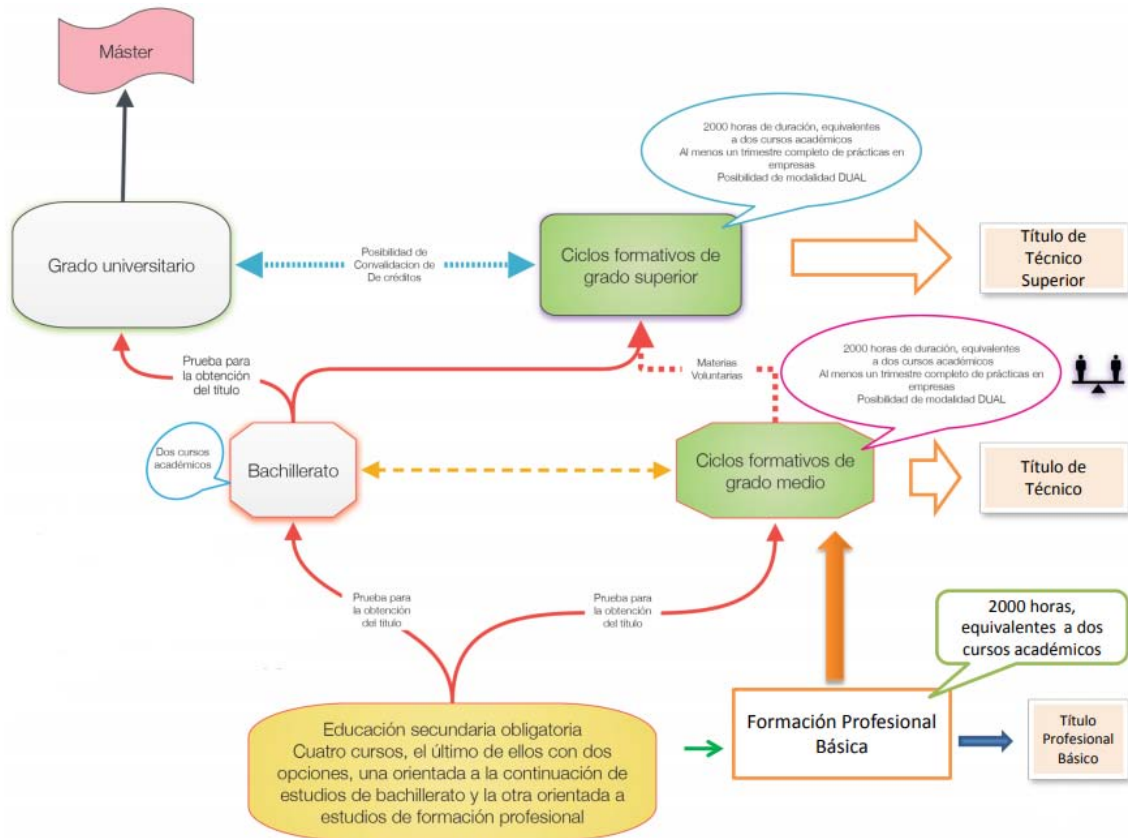


Diagram of the Spanish Vocational Education System



2. Proposals for implementation of the European qualification concept in Spain

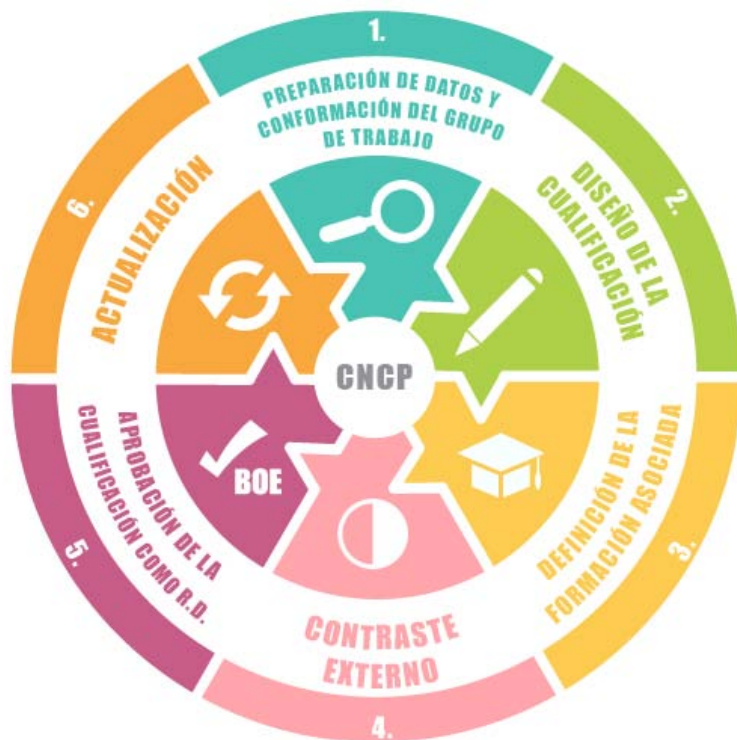
Any implementation of a new qualification in Spain, goes through its incorporation into the National Catalogue of Professional Qualifications (CNCP)

The Methodology of elaboration of the CNCP responds to methodological bases approved in May of 2003 by the General Council of Vocational Training (CGFP), in which the General Administration, the Autonomous Communities and the business and trade union organizations participate and collaborated, and the revision /update of CNCP procedure, that was approved by the CGFP in February 2013.

In order to define the qualifications, 26 working groups have been created -one for each professional family of the Catalogue- that integrate training and technology experts selected from the proposals made by the organizations represented in the General Vocational Training Council.

The management of the groups corresponds to the National Institute of Qualifications (INCUAL), the body responsible for defining, preparing and keeping the CNCP updated. They actively cooperate with the Autonomous Communities, according to their productive context.

The work to determine, elaborate and update the Catalogue is organized in stages:



1. Prepare data and configuration of Teamworks

Collection and analysis of information on the professional sectors, employment and training for the configuration of the field of observation of each professional family. The working group is created with experts, according to professional profiles defined by INCUAL.

2. Design of the Qualification

From the field of observation, applying functional analysis methodology, the general competence, the units of competence and the professional framework (professional environment, productive sectors and relevant occupations and jobs) of each qualification are defined.

3. Definition of the associated training

The training module associated to each unit of competence is defined in terms of skills with its corresponding evaluation criteria, specifying the contents and parameters of the training context. The quality of the qualification designed by the working group is verified by an internal quality assessment.

4. External quality assessment

The professional qualification is subject to assessment, to improve its quality and its adjustment to the productive systems of goods and services, through general and autonomic Administrations, and business and union organizations, represented in the General Vocational Training Council, and from other organizations linked to the produced qualification.

5. Approval of the qualification as Royal Decree

The Government definitively approves the qualifications that must be included in the Catalogue, after consulting the General Vocational Training Council and the State School Council, as well as the ministerial departments involved.

6. Updating

The CNCP and the Modular Catalogue of Vocational Training are always kept up-to-date through their periodic review, within a period not exceeding five years since the date of inclusion of the qualification in the CNCP.

What can we do now?

The process for incorporating a new qualification is very long, and you also need the approval of several regulating and technical bodies. Meanwhile we propose the offer of the modules of the course obtaining a non official certificate. To achieve this task we have thought several possible options, taking into account that the types of courses proposed should fulfil a series of characteristics:

- ✓ Group size: no more than 20 people, and not less than 8, in face-to-face classes (almost every course), in order to be able to discussion and group exercises, and for economic reasons, otherwise couldn't be economically feasible.
- ✓ Face-to-face classes (unless in MOOC).
- ✓ Possibility of implementing an offer by modules and that each person must complete all the transversal / common modules, in addition to the modules per sector of activity that they choose.
- ✓ Course duration: total duration of the transversal / common modules, plus the total duration of the specific modules coursed.
- ✓ Teaching staff must be people with extensive experience in Professional Guidance, and if possible with specific training in Guidance (psychopedagogical orientation, professional orientation...). In the specific modules of professional sectors, we consider advisable to also have the collaboration of experts from the professional sectors themselves to provide elements more specific concerning each professional sector.

As for the types of offer, they can vary between courses offered by educational or labour administrations, universities or even academies or private centres.

Courses offered in a coordinated way between the educational and labour administration:

- ✓ Training for employment course aimed at and Labour Guidance Agents and Vocational Orientation Professionals of the third sector or volunteers, without previous specific training in VO, with the issue of the corresponding professional qualification certificate 5 EQF level.
- ✓ Training for employment course aimed at any person without previous specific training in VO, interested in changing their professional pathway towards this field, and with the issue of the corresponding professional qualification certificate 5 EQF level.

Course offered by educational bodies:

- ✓ Further training offered to any higher technician (5 EQF level), with the issue of the corresponding specialist certificate 5 EQF level.

Courses offered in a coordinated way between the educational and universities. These courses should be approved by the National Agency for Quality Assessment and Accreditation (ANECA):

- ✓ Postgraduate course (master's degree) aimed at educational guidance agents and VO professionals of the labour administration, with previous training in orientation within their university degrees. EQF level 7
- ✓ Include it as a subject in the Pedagogical training master required by the Spanish basic regulation in order to have the possibility to teach at Compulsory Secondary Education, A levels and VET.

Course offered by universities:

- ✓ Incorporate it as a subject in university degrees of Education Science (Teaching), Psychology, Psychopedagogy, etc.

Courses offered by private entities or universities:

- ✓ Face-to-face or blended course, for any user who wishes to be trained in Professional Orientation, fulfilling access requirements at level 5 EQF.
- ✓ MOOC aimed at anyone interested obtaining a certificate of completion or a certificate of achievement (if they pass an assessment provided physically in a recognized entity).

3. Proposals for financing the European qualification concept in Spain

In the case of training courses for employment (with the issue of a professional certificate), they can be publicly funded, with the labour administration budget, in such a way that they are free of charge for participants. This budget is partly obtained through the fees that companies pay to Social Security.

These courses may also be offered by academies or privately owned centres previously accredited to provide this training; in that case these centres will impose a fee on each student.

In the case of further training courses in Education system, the financing will be borne by the Education Administration, so that they are free for students. We could see if there is a chance to charge them to European social funds (by the European Commission).

If it is a subject in a university degree, students will pay the number of ECTS credits that have been assigned to the subject, according to the university fees.

In the case of MOOCs, they are free for students, running their cost at the expense of the Universities or other entities that offer them. However, it could be subject to a cost for access to tutorials, evaluations, bibliographic resources or accreditations.

Next steps in Navarra

In the Department of Education there is an Orientation Area, but this unit is responsible for coordinating all activities related to Educational Guidance and Advising, including coexistence and relations in school, inclusion in the education system of minorities like refugees, attention to students with special needs and coordination of the centres involved, preparation of regulations regarding educational guidance, etc.

We have detected a lack of resources and coordination of actions aimed at Professional Orientation. Thus, with regard to the configuration of the 2019 general budgets of Navarra, and concerning the budget of the Vocational Training Service, the creation of a specific item allocated in Professional Guidance issues will be requested, with the intention of include measures for the implementation of Training in Professional Orientation.

For 2018/19 academic year, as a start of work in this strategic line, there will be a person (who, so far, has been an Educational Guidance agent in a VET School) who will be assigned 5 hours per week to coordinate the actions of Professional Guidance in the Educational System of Navarra. Among its functions we can highlight the link between Compulsory Secondary Education, A-levels and VET with the intention that the previous education stages know better the VET world and the wide range of existing professions. Another function of this person is to coordinate orientation actions in the centres of the different educational stages.

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