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Quality Management in the Vocational and Adult Education

National Report
SPAIN

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Author:	Luis Fernandez & José Amelio Medina
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1 Vocational Educational System in Spain

1.1 Introduction

In Spain a VET quality network has been created in order to support regional governments and improve the image of VET, identify, select and share indicators that will be appropriate to evaluate the quality of VET, foster the relationship between systems and educational centres and disseminate information on the events at European level in the area of quality assurance. Three elements ensure the quality of the training offered:

- Evaluation
- Inspection
- Teaching staff duly qualified.

The administrative framework of VET in Spain is as follows:

The Ministry of Education, Culture and Sports (MECS) is responsible for initial vocational training though powers in education are transferred to the authorities of the 17 Autonomous Communities; the Ministry of Employment and Social Security is in charge of vocational training for employment though powers are also transferred to the Autonomous Communities except for the Basque Country. Concerning vocational training for employment, which integrates continuing vocational training and vocational training for the unemployed, the management is jointly made between the central government, Ministry of Employment and Social Security, (MESS) and the social partners through the Tripartite Foundation for Training in Employment (TFTE) but the ultimate responsibility falls under the Ministry of Employment and Social Security.

In the year 2002, the government of Spain proposed a new VET model, based on the National Catalogue of Occupational Standards, regarding education and employment, by creating a new training model, which allows transfer from one system to the other one, with the aim of improving the quality of VET and the recognition of professional competences acquired through labour experience.

The Spanish Educational System

The Spanish education system is governed by the Organic Law on Education which regulates the whole education system other than the university level, regulated by the Organic Act 6/2001, of 21 December, on Universities.

Children from 3 to 5 years old in Spain have the option of attending the pre-school stage, which is non-compulsory and free for all students. It is regarded as an integral part of the education system with infants' classes at almost every primary school.

Spanish students aged 6 to 16 undergo primary (between 6 and 11) and secondary school education (between 12 and 16), which is compulsory and, like the preceding preschool from age 3, free of charge. Successful students are awarded a Compulsory Secondary Education Diploma, which is necessary to enter the post-compulsory stage of schooling for "Bachillerato" (which gives access to University, after the corresponding entrance examination) or Vocational Studies of intermediate level.

The compulsory and free period of schooling established by the Organic Act on Education (LOE) of 2006 covers the 10-year- period from 6 to 16 years of age, and includes two educational stages: Primary Education from 6 to 12 years of age and Compulsory Secondary Education (comprehensive in nature) from 12 to 16 in two-year cycles. Compulsory education is considered a public service and, therefore, the responsibility of the central government. It is provided by publicly-funded centres and publicly-subsidised private centres. Compulsory secondary education as established by LOE is defined as the final stage of basic education.
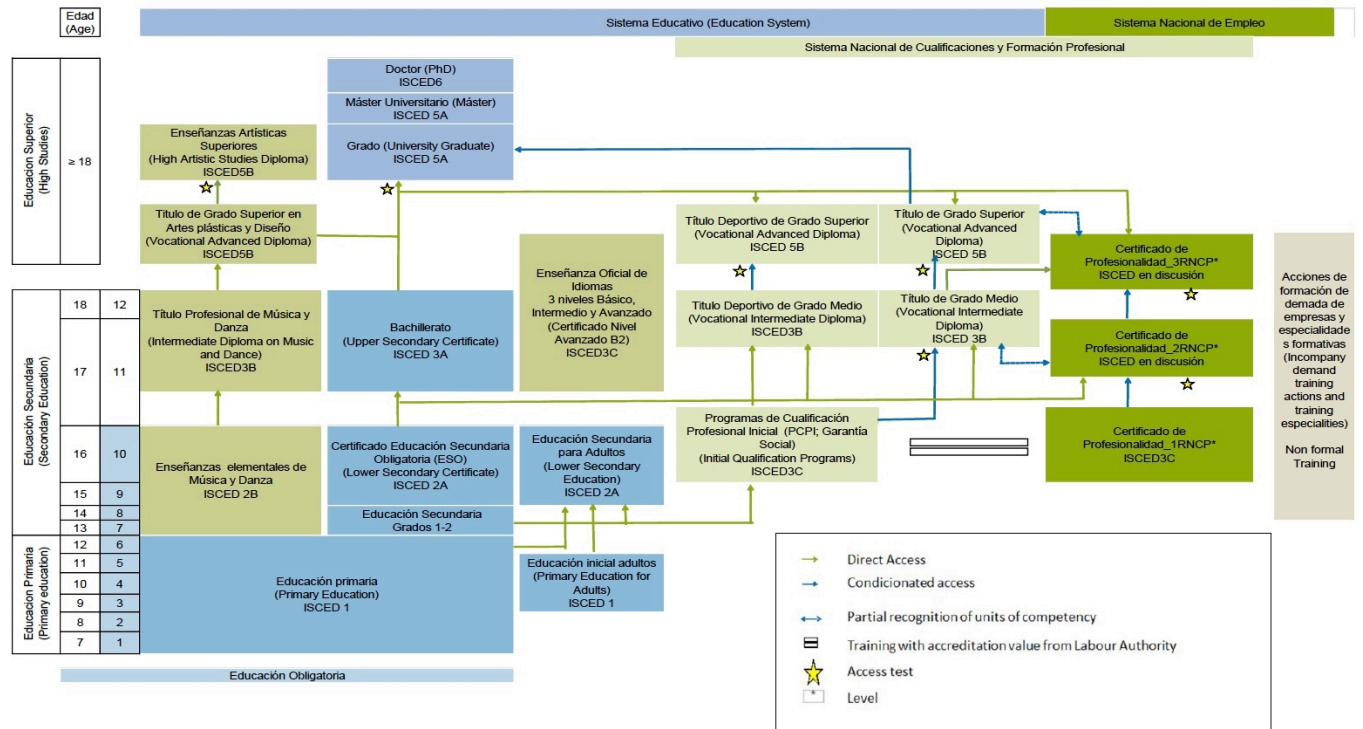
Fig 1. Structure of the Spanish education system (LOE)
Source: fundación tripartita para la formación y el empleo. VET System In Spain June 2014
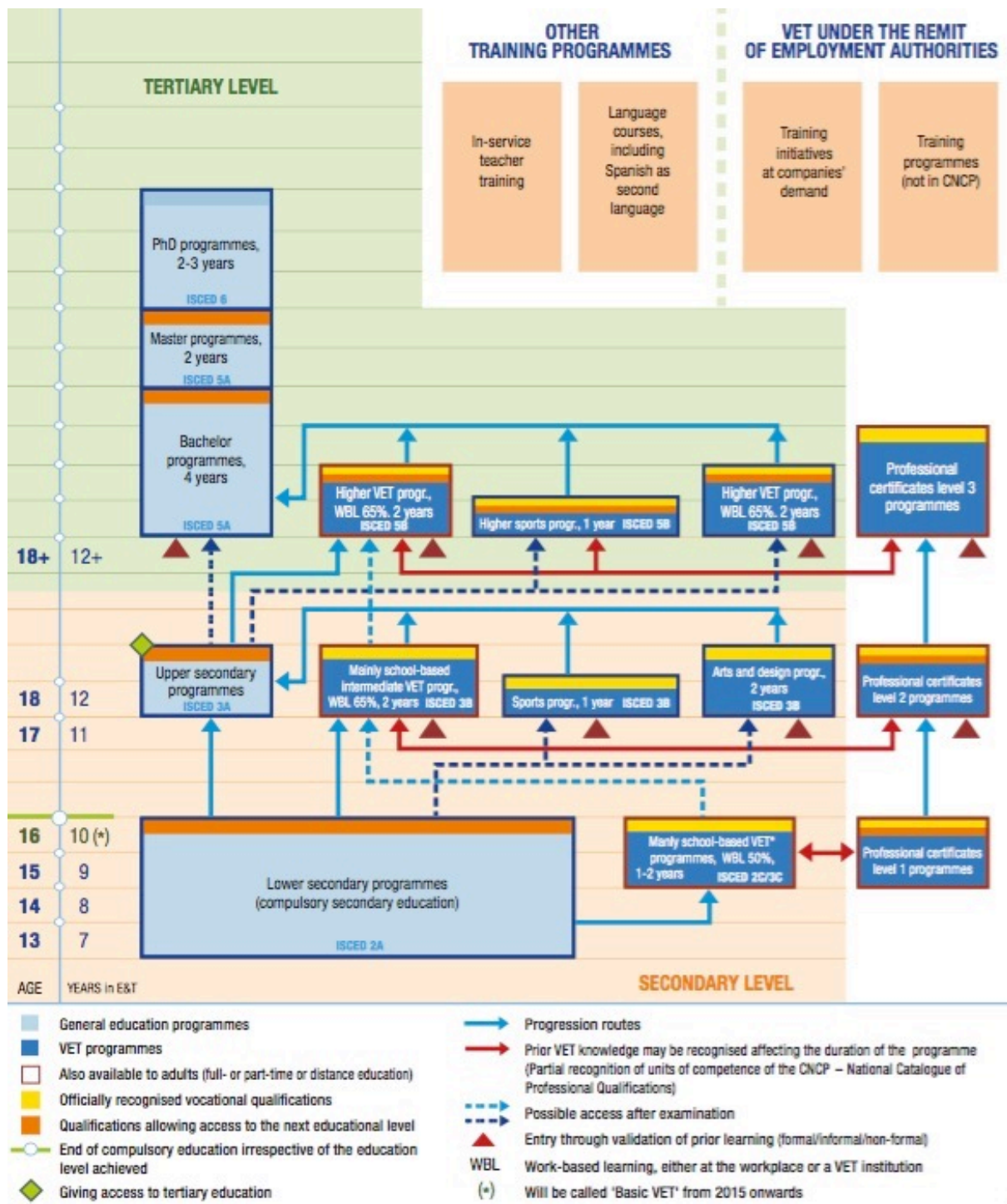
Fig. 2. Diagram of the Spanish education and vocational training system (ISCED-11)
Source: Spain VET in Europe – Country report 2014, Cedefop REFERNET, Spain [page 21]

There are two types of Upper secondary schools

Partner countries should introduce the educational system of their country, emphasizing VET and adult education, and their institutions.

1.2   VET Framework

1.2.1   Initial Vocational Education

IVET in the Spanish education system is a part of post compulsory secondary education.

IVET or Specific Vocational Schooling is divided under LOE into two educational levels (middle level and upper level), both of which include occupational standards.

Middle-level Specific Vocational Schooling, is accessed after having successfully completed compulsory secondary education (ESO) and therefore by achieving the Compulsory Secondary Education Diploma or, exceptionally, by complying with one of the following conditions:

- By passing the compulsory training modules of an Initial Professional Qualification Programme.
- By passing a specific training course for access to Middle-level Specific Vocational Schooling. In this case candidates must be at least 17 years old.
- By having passed an entrance exam for Middle-level Specific Vocational Schooling. In this case candidates must be at least 17 years old
- By having passed an entrance university exam for people over 25.
- Any of the conditions required for access to Upper -level Specific Vocational Schooling.
- Upper -level Specific Vocational Schooling is accessed by means of a "Bachillerato" Diploma or, exceptionally, by complying with one of the following conditions:
- By accrediting having a Technician Certificate and having passed a specific training course for access to Upper-level Specific Vocational Schooling.
- By having passed an entrance exam for Upper-level Specific Vocational Schooling. In this case candidates must be at least 19 years old except for those in possession of a Technician Certificate related to the studies they want to do, that must be 18.
- By having passed an entrance university exam for people over 25.

Both levels, middle and upper, are organised in professional modules in order to forge a close link with the production sector and a high response capacity facing technological, economic and social changes. These modules are conceived as instruments for developing the professional skills required at work.

They include work based learning which is mandatory for all the students, but for those that can accredit professional experience in the field they are studying. It is carried out in the company and intends to apply the knowledge learned in educational establishments to real work situations and to know how a company really works.

The length is 2000 hours, divided into two academic years. Students successfully completing middle and upper level specific vocational schooling are respectively awarded the Technician and Higher Technician Diplomas.

Besides, there are Initial Professional Qualification Programmes, for which the Education Departments in the Autonomous Communities are responsible.

The objective of these programmes is:

- Students achieve professional competences of the occupational standards of level 1 in the National Catalogue of Occupational Standards.

- Students can insert satisfactorily both in society and in the labour market and enhance their key competences to continue their studies in different paths.
- Requirements:
- Addressed to students over 16 (before 31 December.
- No Certificate of Compulsory Secondary Education (ESO).
- Exceptionally (only by agreement of students, parents or legal tutors) they may be 15 whenever they have studied second ESO but they are not in condition to pass to the third year ESO and they have repeated once in Secondary Education.

In this case, students must commit to studying voluntary modules leading to get the Certificate of Secondary Compulsory Education.

They can study them simultaneously with:

- Specific Professional Modules referred to competence units corresponding to occupational standards of level one in the National Catalogue of Occupational Standards.
- General Training Modules enhancing key competences and favour transition from the education system to the labour market.

Or they can study them once they have passed the specific and general modules.

Both, Middle and Upper-level Specific Vocational Schooling may be delivered in secondary education institutes offering other schooling such as compulsory secondary education and Bachillerato. In general, schools delivering Specific Vocational Schooling offer the different levels of vocational education and training, including Initial Vocational Qualification Programmes.

Besides, there are 'Integrated Vocational Training Centres', which are institutions offering all types of vocational training provision (IVET and CVET) referred to the National Catalogue of Occupational Standards. In this way both the education and employment administrations work together to respond to the needs of the production sector and stakeholders are involved in the management of these VET centres.

1.2.2   Adult Education

Adult Education depends on the Ministry of Education, Culture and Sport and the Autonomous Communities. Quality assurance in formal adult education is regulated in the same way as quality assurance in Initial VET.

Adult education is included in Title I, Chapter IX of the Organic Act on Education of 3 May and it aims at providing all citizens with the opportunity to acquire, update, complete or extend their knowledge and skills for personal and professional development. The Law regulates the teaching conditions which lead to official qualifications and establishes a flexible, open framework for other types of learning. It also offers the chance to validate experience acquired from other routes.

The aim of adult education is to offer people over eighteen the possibility to acquire, update, complete or enhance knowledge and skills, for their professional and personal development. To achieve this goal, the Education Administrations may collaborate with other Public Authorities with responsibilities for adult training and particularly with the Employment Authorities, as well as with local government and various social agents.

Adult education has the following objectives:

1. Acquire basic training, continuously add to and refresh knowledge, abilities and skills and facilitate access to different sectors of the educational system.
2. Improve professional qualifications or retrain for other professions.
3. Develop personal capacities in areas of self-expression, communication, interpersonal relations and knowledge building.
4. Develop capacities to participate in social, cultural, political and economic life and put into practice the right to democratic citizenship
5. Develop programmes which overcome the social exclusion of disadvantaged sectors of society.
6. Respond adequately to the challenges related to the gradual aging of the population, ensuring that senior citizens have the opportunity to increase and update their abilities.
7. Anticipate and resolve personal, family and social conflicts peacefully. Foster real equality of rights and opportunities between men and women as well as critically assess and analyse inequalities between them.

Adults can learn through regulated or non-regulated educational activities, as well as through experience –either in work or social activities. Therefore, links are established between both routes and measures adopted in order to validate the learning thus acquired.

As well as adults, young people over the age of sixteen, may, as an exception, attend adult education, if they have a work contract which does not allow them to attend normal educational institutions or if they are high performance sportsmen or sportswomen. Students who are eighteen in the year of commencing the course may attend adult education.

The organisation and teaching methodology for adult education is based on self-study and takes into account students' experience, needs and interests. Teaching is available face-to-face or through distance learning. Besides, the Education Regional Administrations may promote collaboration agreements for the provision of adult education with universities, local government and other public or private institutions. In the latter case, preference will be given to non-profit making organisations.

Adult education is organised in an open, flexible way in order to respond to students' capacities, needs and interests.

It is the responsibility of the Education Regional Administrations to organise tests periodically so that people over the age of eighteen may obtain the Compulsory Secondary Education Diploma, if they have acquired the basic competences and reached the objectives of the stage.

1.2.3   Continuing Vocational Education

Vocational training for employment (CVET) falls under the competence of the Ministry of Employment and Social Security and the Autonomous Communities. It comprises both vocational training for the unemployed and continuing training for currently employed workers. CVET leads to "partial or full completion of a Certificate of Occupational Standards". In Spain, continuous VET is regulated by the Royal Decree 395/2007 of 23 March, on vocational training for employment. In Spain, access to continuing training is through the training programmes contracted on a yearly basis by the Tripartite Foundation for Training in Employment (TFTE). Workers have access to this training independently of their training level.

Government (Royal Decree 4/2015 of 22nd March) has changed the way this CVET is implemented as the management is not any longer allocated to TFTE (where trade unions and employers associations were participating) but to a new public foundation: however, given this change is very recent. it is not possible now to analyze the possible impact in the quality systems for this VET programs.

1.3   Statistics of Vocational and Adult Education

Data should be provided of the previous three completed school years: training (educational) institutions (their division – state, church, private), number of students, maybe the number of graduates per year). It is possible to analyse them separately (regarding vocational and adult education) or together (as a whole), if there is no distinctive data for each. The order of magnitude is important regarding the institutions and the number of students taking part in different types of education (vocational or adult) as well.

2   Legal obligations/recommendations regarding institutions and courses in vocational and adult education

Main elements: structure, internal monitoring (committee), programme/examiner boards, external evaluation, student services, pastoral care, finance etc.

What are the key processes, i.e. main focal points, within a holistic QA process, e.g. qualification approval, and what criteria are they measured against?

These elements should be focused on what VET schools and providers (see EQAVET) have to fulfil or it is recommended they address. Special attention should be paid to information collection and needs, control of processes (if any) and functions that VET schools and providers' stakeholders require for their daily practice of QA.

The VET System in Spain is regulated by four essential legal standards:

* *The Organic Law 5/ 2002 on Qualifications and VET.*

The Spanish National System for Qualifications and Vocational Education and Training, known in Spanish as SNCFP, was established by Spanish Organic Act 5/2002 of 19 June 2002. It consists of instruments and actions which are necessary to promote and develop the integration of Vocational Education and Training, as well as to assess and accredit professional competencies.

The SNCFP was created to respond to the demand for qualifications of people and enterprises in a society trying out a continuous process of change and innovation.

The SNCFP objectives are to adapt the professional training to the qualification demands of productive organizations, to facilitate the adaptation of supply and demand on the labour market, to extend lifelong learning beyond the traditional educational period, and to promote the freedom of movement for workers. For these reasons, it plays an essential role in the labour and education world.

The Spanish National Catalogue of Professional Qualifications, known in Spanish as CNCP, is an instrument of the Spanish National System for Qualifications and Vocational Education and Training (VET) which arranges the professional qualifications according to competences appropriate for an occupational performance. The professional qualifications are identified in the productive system and they are susceptible of being recognized and accredited.

Some of the main objectives of the CNCP are to integrate the existing programs on VET in order to adapt them to the characteristics and demands of the Spanish productive system and to be a referent to assess the professional competences.

The CNCP comprises the most important professional qualifications of the Spanish productive system. It includes VET contents related to each professional qualification. The contents are organized in modules which are included in a Spanish Modular Catalogue of Vocational Education and Training.

The Spanish National Institute of Qualifications, known in Spanish as INCUAL, is responsible for defining, drawing up and updating the CNCP and the corresponding Modular Catalogue of VET.
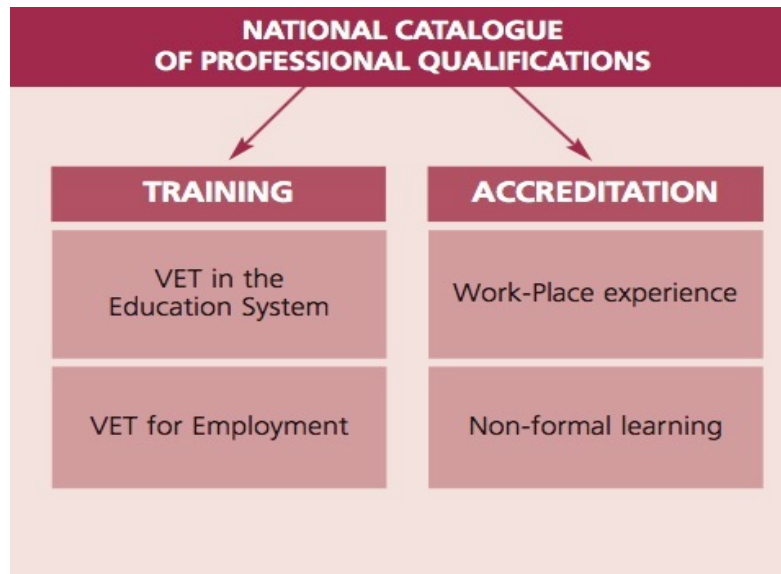
Fig. 3. National Catalogue of professional Qualifications (CNCP)
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

2.1   The CNCP structure

The CNCP consists of professional qualifications arranged in professional families and levels of qualification taking into account UE criteria.

The 26 professional families which make up the CNCP have been created according to professional competence affinity criteria.

The 5 levels of professional qualification are based on the professional competence required for each productive activity taking into account different criteria like knowledge, initiative, autonomy, responsibility and complexity, among others, necessary for the accomplishment of every activity.

2.2   Professional Families

Fig. 4. Professional Families
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

Professional Families

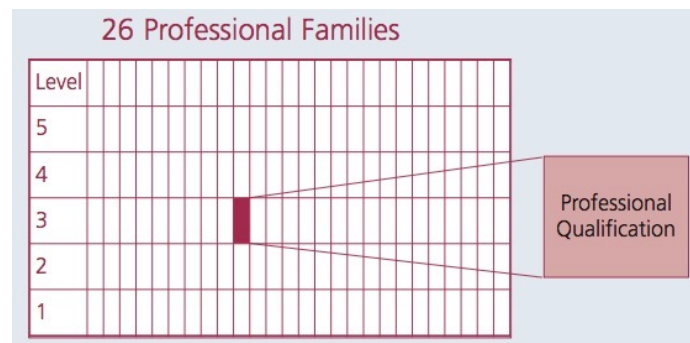|		
1.	Agriculture	AGA
2.	Maritime and Fishing Industry	MAP
3.	Food Industry	INA
4.	Chemistry	QUI
5.	Personal Image	IMP
6.	Health	SAN
7.	Security and Environment	SEA
8.	Metal Working	FME
9.	Installation and Maintenance	IMA
10.	Electricity and Electronics	ELE
11.	Energy and Water	ENA
12.	Transport and Vehicles Maintenance	TMV
13.	Extraction Industry	IEX
14.	Construction and Civil Work	EOC
15.	Glass and Ceramics	VIC
16.	Wood, Furniture and Cork	MAM
17.	Textile, Clothing Industry and Leather	TCP
18.	Graphic Arts	ARG
19.	Image and Sound	IMS
20.	Information and Communications Technology	IFC
21.	Administration and Management	ADG
22.	Trade and Marketing	COM
23.	Sociocultural and Community Services	SSC
24.	Hospitality and Tourism	HOT
25.	Physical and Sports Activities	AFD
26.	Arts and Crafts	ART

Table 1. Professional Families
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

2.3   Level of Qualification

- **Level 1**

Competence in a reduced group of relatively simple working activities related to normalized processes, in which the theoretical knowledge and practical capacities involved are limited.

- **Level 2**

Competence in a group of well-defined professional activities with the capacity to use particular instruments and techniques concerning, mainly, an execution activity which can be autonomous within the limits of the above-mentioned techniques. It requires knowledge on the technical and scientific fundamentals of the activity concerned and capacities for the comprehension and the application of the process.

- **Level 3**

Competence in a group of professional activities which require the command of different techniques and can be executed in an autonomous way. It involves responsibility on the coordination and supervision of technical and specialized work. It demands the understanding of the technical and scientific fundamentals of the activities concerned as well as the assessment of the factors in the process and the assessment of the economic repercussions.

- **Level 4**

Competence in a wide group of complex professional activities performed in a great variety of contexts which require to combine technical, scientific, economic or organizational variables to plan actions, or to define or develop projects, processes, products or services.

- **Level 5**

Competence in a wide group of professional activities of great complexity performed in different contexts, often unpredictable, which imply to plan actions or to conceive products, processes or services. Great personal autonomy. Frequent responsibility on the assignment of resources and on the analysis, diagnosis, design, planning, execution and assessment.

METHODOLOGY TO DEVELOP THE CNCP

The Catalogue development methodology is based on the guidelines approved by the Spanish General Council of VET in May, 2003.

The Council is the advisory body of the Spanish Government on Vocational Education and Training. It is organized on a tripartite basis with representation of the central and regional Administration, the employers' organizations and the trade unions.
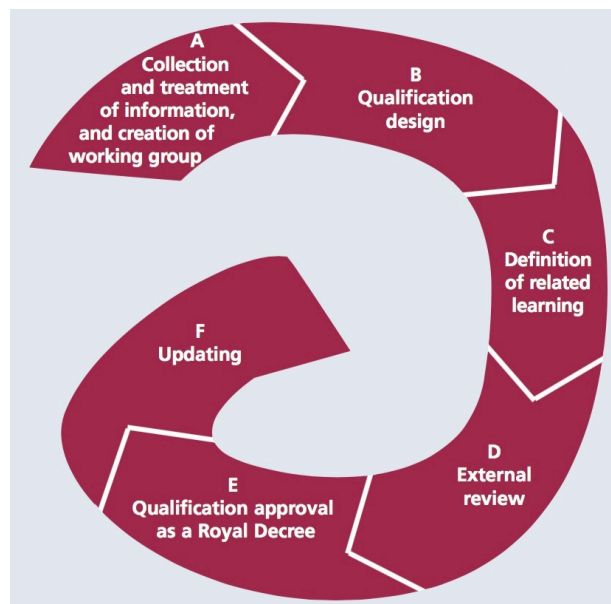

Fig. 5. Stages in the determination and development of the CNCP
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

In order to define the qualifications, 26 working groups have been created (one per professional family). The members of these working groups are learning and productive experts selected trough the proposals made by the organizations of the General Council of VET.

The activities of the different stages to identify and develop the qualifications included in the CNCP are directed by the National Institute of Qualifications (INCUAL). In the development of some professional families the Autonomous Communities made an active cooperation according to their productive context.

	STAGES IN THE DETERMINATION AND DEVELOPMENT OF THE CNCP	
A	Collection and treatment of information, and creation of working group	Gather and analyse information of professional sectors, employment and training institutions to set up prepare the observation professional grid of every professional family. Creation of working groups according to professional profiles previously defined by the INCUAL.
B	Qualification design	From the observation professional grid the methodology of functional analysis is carried on defining the general competence, the competence units and the professional environment for every professional qualification.
C	Definition of related learning	Every unit of competence has a linked learning module which is defined in terms of capacities with all of the assessment criteria specifying learning contents and parameters of the learning environment. The qualification quality assurance is verify trough an internal review.
D	External review	Once the qualification is designed by the working groups, it is submitted to the general and regional administrations, social agents and other organizations related to the qualification. all of them represented in the General Council of Vocational Education and Training in order to improve its quality and to ensure that it fits to the productive services.
E	Qualification approval as a Royal Decree	It is the Government the one who definitely approves which qualifications must be included in the Catalogue once the advisory process to the General Council of Vocational Education and Training, to the Spanish State School Council as well as the ministerial departments involved is finished. The qualification, as a final product, is officially approved as a Royal Decree from the Ministry of the Presidency, proposed jointly by the Ministry of Education and Science, and the Ministry of Work and Social Affairs.
F	Updating	The CNCP and the Modular Catalogue of Vocational Education and Training will be updated trough revisions no more than five years since the date the qualification is included in the CNCP.

Table 2. Stages in the determination and development of the CNCP
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

- *The Organic Law 2/2006 on Education.*

The Spanish Organic Act 2/2006, of Education of 3 May 2006 establishes the relationship between the Spanish National System for Qualifications and Vocational Education and Training and the following education programs:

VOCATIONAL INITIATION PROGRAMS

These programs are addressed to students who have not obtained the certificate in Compulsory Secondary Education. The educative Administrations are responsible for organizing this programs.

One of the aims of the vocational initiation programs is that all students achieve professional competences of level one qualification under the current structure of the CNCP and that students have the chance to join the labour market and increase their basic competences in order to continue their studies. The vocational initiation programs will include three types of modules:

  – Specific modules referring to the units of competence related to level one of the above mentioned CNCP.

  – Formative modules of a general nature which increase basic competences and encourage the transition from the education system to the labour market.

  – Modules of a voluntary nature for students, which lead to the Diploma in Compulsory Secondary Education.

Students who pass the compulsory modules of these programs will obtain an academic certificate awarded by the Education Administrations. This certification will accredit the professional competences acquired in relation to the National System of Qualifications and Vocational Education and Training with the right to obtain the corresponding Certificates of Professional Standards awarded by labour Administrations.

VOCATIONAL EDUCATION AND TRAINING

VET within the education system consists of a range of formative cycles organized into modules of varying duration and with theoretical-practical contents relevant to the different professional fields, a module of training in working place is included. There are intermediate level and higher level of formative cycles, they will be linked to the National Catalogue of Professional Qualifications. The curriculum for this training fits with the demands of the SNCFP.

The aim of VET is to developing capacities in the students which enable them to develop general competence corresponding to the qualification or qualifications for which they have studied.

  – Students who pass the intermediate level of VET will be awarded the Technical diploma.
  – Students who have passed higher level of VET will obtain the Higher Technical diploma.

VOCATIONAL EDUCATION AND TRAINING FOR EMPLOYING IN THE CNCP

Occupational and continuous programs are developed according to both the Law 56/2003, 16 December, of Employment and the Law 5/2002, 19 June, of Professional Qualifications and VET.

It includes actions of training aimed to providing the access and improving the competences and

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professional qualifications. The Vocational Education and Training offer aimed to get a Certificate of professional standards is organized in modules to promote a partial cumulative accreditation of the learning enjoined, providing also the training path's development and the lifelong learning.

One Certificate of professional standards accredits one of the CNCP professional qualification. The learning modules included in the Certificate are the learning modules of the Modular Catalogue of VET. The training initiatives referred to the National Catalogue of Professional Qualifications are the following ones:

– The training offer, which includes training schemes aimed primarily at occupied workers and the training actions directed primarily to unemployed workers in order to offer training for the qualified performance of professions, and access to employment.

– In service training alternating with employment is integrated for the training actions of contracts for training and public employment programmes-training, allowing the worker to combine training with professional practice in the workplace.
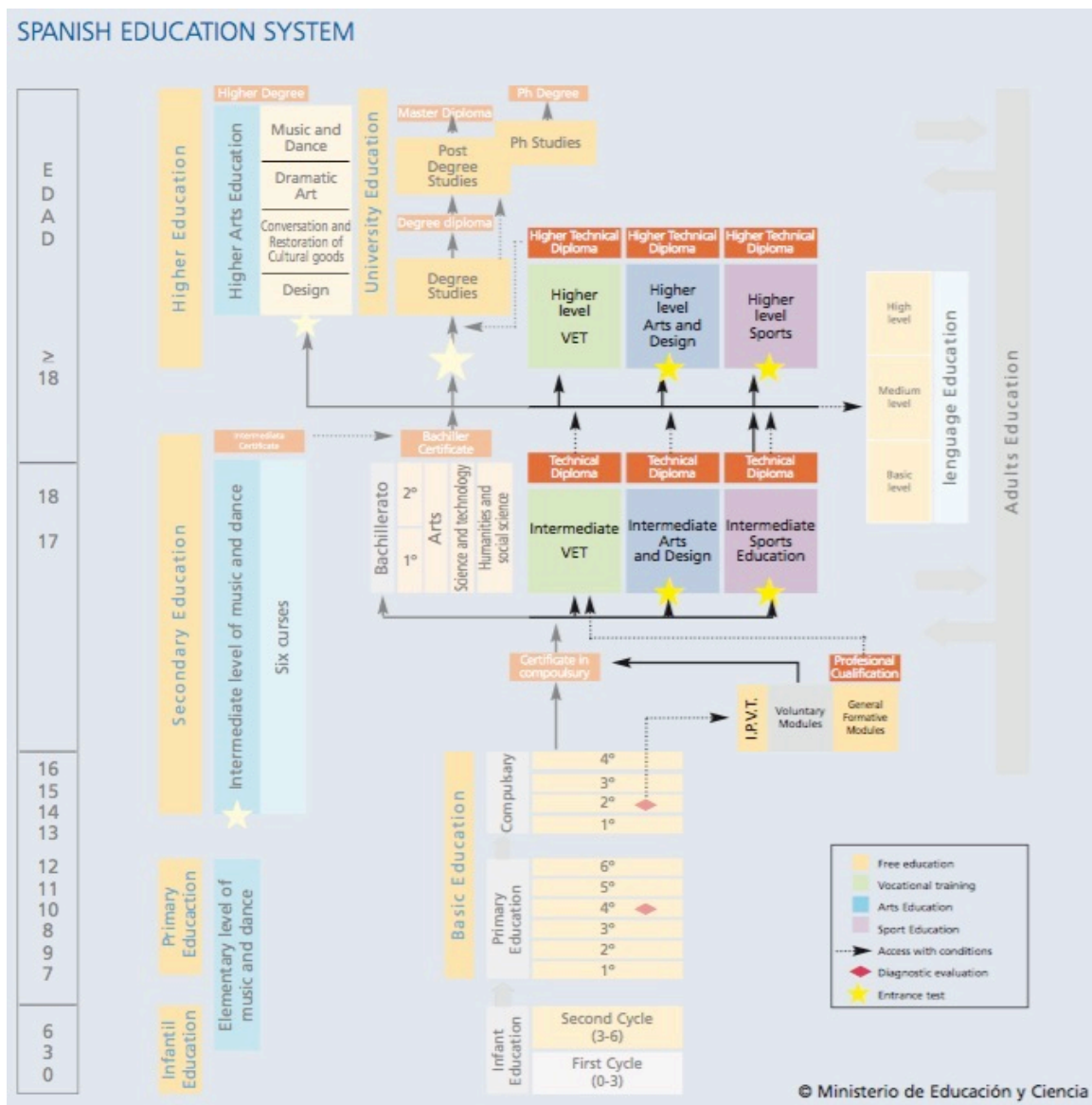

Fig. 6. Spanish Education System
Source: National System for Qualifications and VET – INCUAL, Ministry of educations and science

- *The Royal Decree 1538/2006 on the General Organization of VET.*

VET within the education system regulated by Royal Decree 1538/2006 of 15 December 2006, consists of a range of formative cycles organized into modules of varying duration and with theoretical-practical contents relevant to the different professional fields, a module of training in working place is included.

There are intermediate level and higher level of formative cycles; they will be linked to the National Catalogue of Professional Qualifications.

The curriculum for this training fits with the demands of the SNCFP.

The aim of VET is to developing capacities in the students which enable them to develop general competence corresponding to the qualification or qualifications for which they have studied.

- Students who pass the intermediate level of VET will be awarded the Technical diploma.

- Students who have passed higher level of VET will obtain the Higher Technical diploma.

VET Diplomas related to the CNCP are published on the Web page of the VET Diplomas referred to CNCP are published on the Web of Ministry of Education (EDUCATION).

- *The Royal Decree 395/2007 on Professional Employment training.*

The Royal Decree 395/2007, on Professional Employment training establishes two different vocational training modalities were in force until 2007: occupational training, targeting the unemployed people, and continuous training, targeting the employed. Both systems were integrated into a single subsystem of vocational training for employment8 in relation to the National System of Qualifications and Vocational Training.

The National Subsystem of Vocational Training for Employment aim is to extend the universal access to training of businesses and workers (employed and unemployed). It is a system based on the cooperation amongst the different authorities and combines state and regional levels with sector collective bargaining at national level, building a single frame of reference based on the Agreement reached between the social partners and the Government. Social Agents are strongly committed in the implementation of the National Subsystem of Vocational Training for Employment as participation in the design and planning of this VET Subsystem, is recognised and expected to be carried out "via the representative organizations in the industry" for business and labour union organizations, having also regard for the needs of self-employed workers and companies in the social economy through their representatives. This National Subsystem has two main types of Vocational Training Programmes:

a) programmes linked to the National Catalogue of Professional Qualifications
b) programmes non-linked to the National Catalogue of Professional Qualifications

Professional Certificates are the official accreditation in the National Subsystem of Vocational Training for Employment and are based on the structure of the professional qualifications of the National Catalogue of Professional Qualifications (CNCP) acquired through formal learning processes, work experience or even non-formal training. These accreditations allow correspondence with certain Certificates and Diplomas in the Education system through the correspondence of Units of competence (UC). The Training Programmes necessary to obtain these certificates are used as an instrument of Active Employment Policy. Currently, the National Repertoire of Professional Certificates (RNCP) configures a range of training in response to the first three levels of qualification

of the CNCP and all productive sectors aggregated in Professional Families. It is expected that these three levels will refer to the MECU (National Qualification Framework) Qualification levels and therefore the EQF once it is settled.

a) VET on the National Subsystem for Employment is made up of a variety of initiatives and actions designed to promote and offer companies and workers training that fits their needs and contributes to the development of a knowledge base economy. Its aims are to foster lifelong learning for unemployed and employed workers, improving their professional qualifications and personal development.

b) to provide workers with the appropriate knowledge and experience as regards the professional experience required by the labour market and the enterprises' needs.

c) to contribute to improving enterprises' productivity and competitiveness

d) to improve workers' employability, especially those workers with greater difficulties to keep their jobs or to find one

e) to promote the accreditation of professional competences acquired by workers both by means of training processes or work experience.
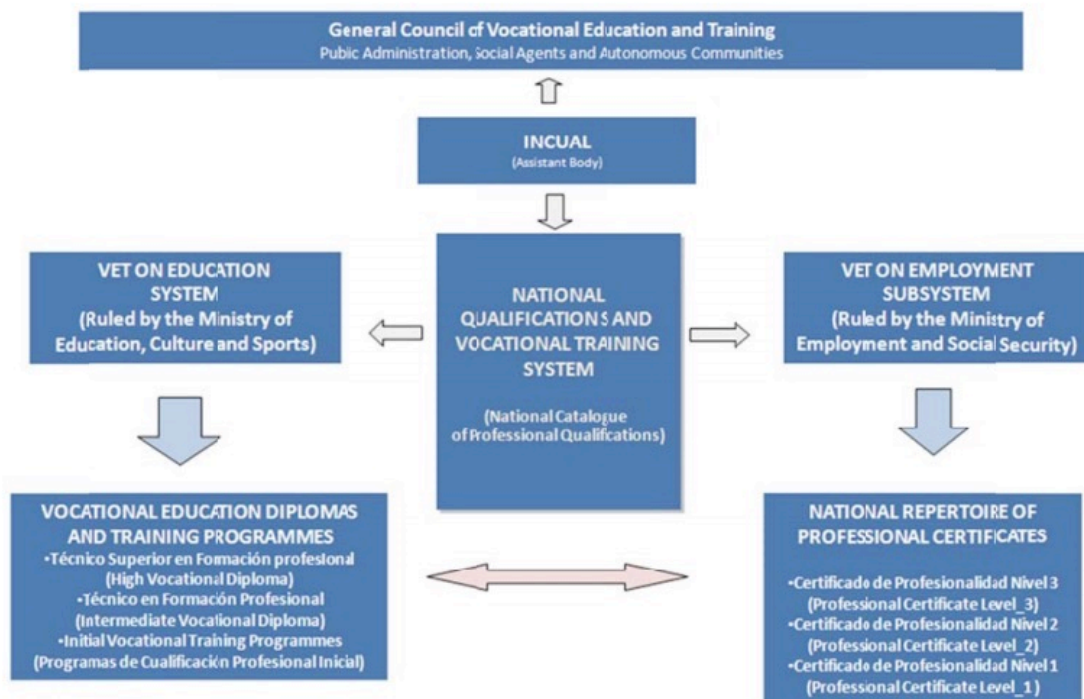
Fig. 7. National subsystem of vocational training for employment
Source: Spain VET in Europe – Country report 2012, Cedefop REFERNET, Spain [page 13]

The Subsystem is made up of training initiatives and supporting actions that depending on whether their content are referred to a government regulated Qualification, either from the Education or Employment subsystem, should be considered formal or non-formal VET. The VET of the Employment Subsystem comprises the following training initiatives and supporting actions:

a) demand-side training which includes company training actions and individual training leaves, totally or partially financed by public funds, to meet the specific training needs of companies and their workers.

b) supply-side training, intended for employed and unemployed workers and which includes a

broad range of continuing, accessible training that is offered in a modular format leading to professional certificates through partial, accumulative accreditation, as well as other kinds of training not linked to any specific qualification. Under this heading, there are various forms of subsidized training:

• Training plans intended primarily for the unemployed.
• Training plans intended primarily for workers.
• Specific Training Actions for those with special training needs or difficulties in finding job
• Training actions intended mainly for the unemployed that include an undertaking to hire the trainees after the course.

c) alternation with Employment Training which comprises training actions for training contracts and public employment/training actions, which allow workers to combine training with practical on-the-job work experience.

d) other supporting actions for the VET subsystem which helps to increase the effectiveness of the vocational training for employment subsystem (CVET). They include carrying out studies, research and innovative actions related to VET.

• *The Royal Decree 1147/2011 on the General Organization of VET*

The aim is to facilitate the adaptation of the training supply to the demands of the productive system, expanding the professional training supply, advance in the integration of professional training in the whole education system and strengthen cooperation of the educational administrations.

In particular, the National Catalogue of Professional Qualifications and of the modules of the professional certificates of training and professional certificates and introduce the possibility of creating specialized courses and distance learning platform for the entire State. Moreover, the policy changes needed to promote mobility between professional training and high school, as well as between professional training and university are adopted. Finally, through this Law, an integrated professional training supply as well as the involvement of social partners and a greater collaboration with private companies is promoted.

3 Quality Management in the institutions in Spain

The aim of this section is to describe the real implementation of the European Quality Assurance Framework (EQAVET) *in the country.*

Suggested viewpoints and sub points for its description:

- *The basic situation: are there nationwide surveys of QM activities of vocational schools.*
- *How many schools have a quality management (assurance?) manual?*
- *Is there any kind of QM in the institutions?*
- *Is there a documented procedure for sharing expertise and experience with other schools?*
- *What materials on self-evaluation, quality management documentation, feedback options are available on the homepage of the school?*
- *What kind of system is used? (Standard, „home-made", etc.)*
- *What is involved in self and external control?*
- *How, in what form, do principals or teachers take part in QA training?*
- *What kind of measurement has been done?*
- *What is evaluated in self-checking?*
- *If there is an external control, what does it measure and evaluate?*
- *What is the dynamic link between self-evaluation and external control?*
- *What is the „philosophy" and type of the QM like? (process orientated, output orientated, input orientated, mixed etc.)*
- *How are the documents „created"?*
- *Do the institutions use an electronic system to create QM documents or for measurment and evaluation?*

Considering Quality Assurance (QA) in Vocational Education and Training in the education system, both, the Ministry of Education, Culture and Sport and the Education Regional Departments of the Autonomous Communities are involved:

The Ministry of Education, Culture and Sport (MECS), which is responsible for the enactment of basic standards which implement the constitutional right to education by establishing general rules for the educational system; setting minimum standards for teaching centres; establishing the overall education program, setting the minimum contents of education programs, and regulating the validity of academic and occupational qualifications across Spain; guaranteeing the right and obligation to know the Spanish language without impairing the right of those Autonomous Regions, with languages of their own, that may establish their own standards guaranteeing that individuals know and use their own linguistic heritage. Additionally, the Autonomous Regions are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system.

According to the Organic Act on Education, of 3 May, the main factors that boost quality in education are:

- Teachers' training and qualifications
- Teamwork
- Resources: staff, installations, spaces and equipment
- Research, experimentation and educational updating

Erasmus+

- Reading development and use of libraries
- Pedagogical, organizational and management autonomy
- Management staff role
- Educational and professional guidance
- Education inspectorate
- Evaluation: National Institute for the Evaluation of the Education System

Besides, the Royal Decree 1147/2011, 29th July, on the General Organization of Vocational Education and Training in the Education System, dedicates three articles to quality in IVET:

1. Actions and measures to foster innovation and quality
2. Establishment of both, the Reference Framework for Quality Assurance in IVET and the National Reference Point
3. Development of a Quality Network for IVET, jointly with the Autonomous communities

The Autonomous Communities may establish their own standards guaranteeing that individuals know and use their own linguistic heritage. Additionally, they are responsible for the regulatory development of the basic national standards and the regulation of the non-basic elements or aspects of the education system. In this way they can develop their own quality assurance systems in line with international standards such as EFQM or ISO standards.

Besides, other important organisms that have a major role in QA in VET are:

a) The National Institute for the Evaluation of the Education System (NIEES) which is the institution responsible for the evaluation of the education system in the Ministry of Education, Culture and Science. Its functions, which are performed in collaboration with the Autonomous Communities, are the following:

- elaborating multiannual projects of general assessment of the educational system;
- coordinating the participation of the Spanish State in international evaluations;
- elaborating the National System of Education Indicators that will contribute to the knowledge of the educational system and to direct the decision-making of educational institutions and of all the sectors involved in education;
- collaborating in the realisation of general diagnostic assessments, which permit to obtain representative data, as well from students and centres of the Autonomous Communities as from the whole State, in the framework of general assessment of educational system

b) The National Qualifications Institute (NQI) which is the technical agency depending on the Directorate General of Vocational Education and Training, in the Ministry of Education, Culture and Sport, and supports the General Council on Vocational Training in order to achieve the objectives of the National System for Occupational Standards and Vocational Education and Training (NSOSVET).

The responsibilities of the NQI include defining, creating and updating the National Catalogue of Occupational Standards (NCOS), to observe occupational standards and their evolution, to determine occupational standards, to develop the integration of occupational standards and others. The NSOSVET consists of the following instruments and schemes:

1. The National Catalogue of Occupational Standards, which organises the occupational standards identified in the production system by recognisable skills that can be accredited and are appropriate for occupational use.
2. A procedure for the recognition, evaluation, accreditation and recording of occupational standards, established by Royal Decree 1224/ 2009, of 17 July on the recognition of professional competences acquired by labour experience.
3. Information and guidance in vocational training and labour matters
4. Evaluation and improvement of the quality of the National System for Occupational Standards and Vocational Education and Training, so as to provide the proper information on how the system works and fits individual training needs and the training needs of the production system.

Regarding Quality Assurance (QA) in Vocational Training depending on the Ministry of Employment and Social Security, the following institutions are involved:

The State Public Employment Service (SPES) which is an autonomous body of the General State Administration, currently assigned to the Ministry of Employment and Social Security, entrusted the planning, development and follow-up of the programmes and measures of the Employment Policy in the framework of the legislation.

SPES Aims are the following ones:

- Its main activity developed focuses on:
- Creation, development and follow-up of the Employment Policies.
- Reinforcement, within the National System of Employment, of the coordination between the stakeholders involved in the labour market.

SPES functions:

- Planning and fostering proposals of Employment Policies focused on people and companies' needs: professional guidance through individual and personalized pathways, training for employment, training for employment development and others
- Managing and controlling unemployment benefits, guaranteeing unemployed people's right to protection.
- Accomplishing research, studies and analysis, at national level, on the situation of the labour market and the measures to improve it.
- Guaranteeing information about the labour market in order to achieve citizens' insertion and continuation in it and the improvement of the companies' human capital, with the collaboration of the Autonomous Public Services for Employment and other social agents of the labour field.

The occupational observatory which is a technical unit within the State Public Employment Service, that analyses the situation and trends of the labour market, as well as the occupations, the relevant groups for the employment and the changes taking place in it. Besides it foresees the challenges and requirements that the labour market demands facilitating in this way decisions making.

Some of the functions:

- Research on the elements responding to the needs demanded as a basis for the employment and training policies.
- Study on the activities and occupations on which employment is being created or generated.
- Information on the profiles of the occupations and workers' training needs.
- Studies/ reports on the labour market, relevant groups for the employment, relevant occupations and activities and at the same time its trend and prospective in the generation of employment in the short and medium term.
- Search of new employment sources, movements and changes taking place in the labour market, modifying occupation content.
- Information and technical advice to entities and agents/ managers in charge of training and employment policies.
- Information to users related to the labour market and to citizens in general.
- Cooperation with the observatories of the Autonomous Public Employment Services and with other institutional ones at national and international level.

The State Public Employment Service in cooperation with the regional governments elaborate and execute an annual evaluation plan regarding the quality, effectiveness, efficiency and impact of the system of vocational training for employment and the identification of the aspects susceptible to be improved.

The Tripartite Foundation for Training in Employment (TFTE) is a collaborating entity providing technical support to the SEPE (article 34 of Royal Decree 395/ 2007, of 23 March which regulates the subsystem of Vocational Training for Employment). It belongs to the State Public Sector with tripartite character and its board is constituted by the Public Administration (represented through the Ministry of Employment and Social Security and the Autonomous Communities) and the most representative business and trade unions associations.

The most relevant activities are:

- Collaborating and providing technical support to the State Public Employment Service in the activities related to planning, management, evaluation, follow-up and control of training initiatives, as well as in the elaboration of the annual report on these activities.
- Collaborating in the drawing up of proposals related to the resolution and justification of subsidies, being the SEPE the body in charge of awarding and paying.
- Boosting and disseminating the subsystem of vocational training for employment among businesses and workers.
- Providing technical support, as long as requested, to the Public Administrations and business and trade union organizations according to regulation.
- Providing assistance and advice to SMEs enabling access to vocational training for employment and to professional guidance to workers.
- Cooperating with the State Public Employment Service in guaranteeing quality improvement in vocational training for employment, in drawing up statistics for state purposes and in creating and updating the state registry of centres referred to in the royal decree.
- Participating in national and international forum related to vocational training for employment.

3.1 Current distribution of QM/QA tools in vocational schools

Forecast Students in No-university General Education System for 2014/2015 School year can be seen in the following figure
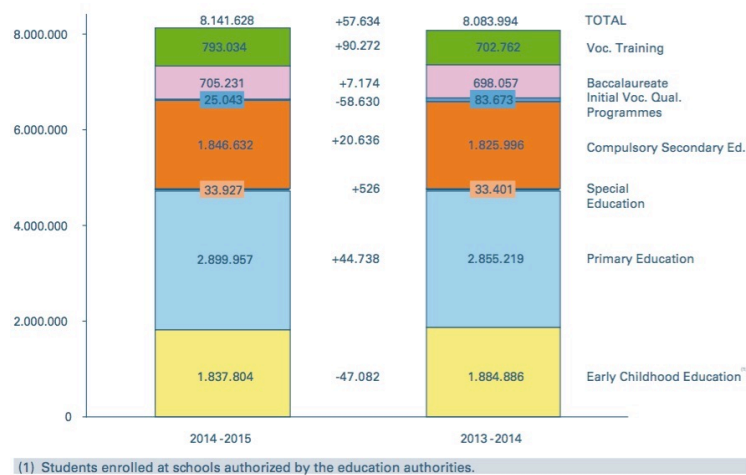
Fig. 8. Forecast Students in the Non-university General Education System
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

	Forecast 2014-2015 School Year	Change Over Previous Year. Absolute	%
TOTAL	**8.141.628**	**57.634**	**0,7**
Early Childhood Education	1.837.804	-47.082	-2,5
Early Childhood Education, First Stage (1)	438.880	-4.609	-1,0
Early Childhood Education, Second Stage	1.398.924	-42.473	-2,9
Primary Education	2.899.957	44.738	1,6
Special Education	33.927	526	1,6
Compulsory Secondary Education	1.846.632	20.636	1,1
Initial Vocational Qualification Programmes	25.043	-58.630	-70,1
Baccalaureate	705.231	7.174	1,0
Baccalaureate (Classroom Attendance Required)	649.018	6.421	1,0
Baccalaureate (Distance Education)	56.213	753	1,4
Vocational Training	793.034	90.272	12,8
Basic Vocational Training	59.346	59.346	-
Intermediate Vocational Training (Classroom Attendance Required)	346.423	12.368	3,7
Advanced Vocational Training (Classroom Attendance Required)	325.350	10.970	3,5
Distance Vocational Training	61.915	7.588	14,0

(1) Students enrolled at schools authorized by the education authorities.

Fig. 9. Students in the Non-university General Education System by Education Stage/Type
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

	Students	Gender [1]		Owned/Financed by		
		% Males	% Females	% Public	% Gov. Dep. Private Inst. [2]	% Indep. Private Inst. [2]
General Education System	**8.083.994**	**51,5**	**48,5**	**68,3**	**25,4**	**6,3**
Early Childhood Education	1.884.886	51,6	48,4	64,6	24,7	10,7
Early Childhood Education First Stage [3]	443.489	52,0	48,0	51,3	16,4	32,3
Early Childhood Education, Second Stage	1.441.397	51,5	48,5	68,7	27,2	4,1
Primary Education	2.855.219	51,5	48,5	67,7	28,4	3,9
Special Education	33.401	63,0	37,0	57,7	42,0	0,3
Compulsory Secondary Education	1.825.996	51,3	48,7	65,9	30,7	3,4
Initial Vocational Qualification Programmes	83.673	69,5	30,5	78,3	21,4	0,3
Baccalaureate	698.057	47,6	52,4	76,8	9,6	13,6
Baccalaureate (Classroom Attendance Required)	642.597	47,3	52,7	75,0	9,6	15,4
Baccalaureate (Distance Education)	55.460	51,2	48,8	97,7	0,0	2,3
Vocational Training	702.762	53,4	46,6	77,9	17,2	4,9
Intermediate Vocational Training (Classroom Attendance Required)	334.055	56,6	43,4	75,6	21,1	3,3
Advanced Vocational Training (Classroom Attendance Required)	314.380	52,3	47,7	77,5	15,5	7,0
Distance Vocational Training	54.327	37,1	62,9	93,9	0,0	6,1
Specialised Education System	**892.477**	**37,8**	**62,2**	**93,1**	-	**6,9**
Arts and Design	29.458	39,2	60,8	90,9	-	9,1
Intermediate Voc. Training in Plastic Arts and Design	3.508	53,2	46,8	96,9	-	3,1
Advanced Voc. Training in Plastic Arts and Design	15.455	39,1	60,9	95,3	-	4,7
Higher Studies in Arts and Design	10.495	33,8	66,2	82,5	-	17,5
Music	312.471	46,7	53,3	86,2	-	13,8
Elementary Education	45.205	44,2	55,8	89,4	-	10,6
Professional Education	43.347	46,8	53,2	91,7	-	8,3
Higher Studies	8.370	58,5	41,5	87,3	-	12,7
Non-formal Studies [4]	215.549	46,7	53,3	84,4	-	15,6
Dance	33.156	7,5	92,5	68,8	-	31,2
Elementary Education	4.610	7,0	93,0	77,7	-	22,3
Vocational Education	3.845	12,0	88,0	86,1	-	13,9
Higher Studies	703	16,6	83,4	89,0	-	11,0
Non-formal Studies [4]	23.998	6,6	93,4	63,7	-	36,3
Drama	2.275	41,4	58,6	86,8	-	13,2
Official Schools of Languages	505.569	33,2	66,8	100,0	-	-
Sport Studies	9.548	91,2	8,8	51,2	-	48,8
Formal Adult Education	450.454	47,2	52,8	98,8	-	1,2
Non-formal Adult Education	154.707	26,0	74,0	98,9	-	1,1

(1) Figures for the 2012-2013 school year.
(2) The distribution of private education with and without government financing is estimated on the basis of data for the 2012-2013 school year.
(3) Students enrolled at schools authorized by the education authorities. In government dependent private education, this refers to subsidized education.
(4) Education attaining no academic or vocational certificate, provided in schools regulated by the education authorities.

Fig. 10. Students in the Non-university General Education System by Gender and type (2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

	Total	Early Childhood Education	Primary Education	Special Education	Compulsory Secondary Education	Initial Voc. Qual. Programmes	Bacca-laureate	Vocational Training
TOTAL	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**	**100,0**
Andalucía	19,9	20,0	20,0	20,1	20,4	18,6	21,5	16,9
Aragón	2,6	2,7	2,6	2,8	2,6	2,6	2,4	2,8
Asturias (Principado de)	1,7	1,5	1,7	1,5	1,8	0,8	1,9	2,3
Balears (Illes)	2,2	2,2	2,3	0,9	2,3	2,9	1,8	1,6
Canarias	4,4	3,2	4,4	5,2	4,9	4,6	5,4	5,4
Cantabria	1,1	1,1	1,1	1,0	1,1	0,9	1,1	1,6
Castilla y León	4,5	3,8	4,4	3,8	4,7	5,6	5,3	5,5
Castilla-La Mancha	4,6	4,5	4,6	4,1	4,8	6,3	4,6	4,7
Cataluña	16,3	17,4	16,5	20,7	15,9	8,6	13,2	17,2
Comunitat Valenciana	10,7	10,2	10,8	9,3	10,6	13,9	9,4	12,2
Extremadura	2,3	1,9	2,3	2,1	2,5	3,8	2,6	2,4
Galicia	5,0	4,9	4,7	4,1	4,8	5,3	5,5	6,6
Madrid (Comunidad de)	14,1	15,8	14,1	14,5	13,4	11,9	14,8	10,6
Murcia (Región de)	3,5	3,3	3,7	3,3	3,7	5,0	3,7	2,9
Navarra (Comunidad Foral de)	1,4	1,4	1,4	1,8	1,4	1,4	1,3	1,1
País Vasco	4,5	5,1	4,4	3,6	4,1	5,2	4,3	5,0
Rioja (La)	0,7	0,7	0,7	0,6	0,7	1,2	0,6	0,7
Ceuta	0,2	0,2	0,3	0,3	0,2	0,9	0,2	0,3
Melilla	0,2	0,2	0,2	0,3	0,2	0,6	0,3	0,2

***Fig. 11. Distribution of Students in the Non-university General Education System by Autonomous** Community. 2013-14 school year*
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]
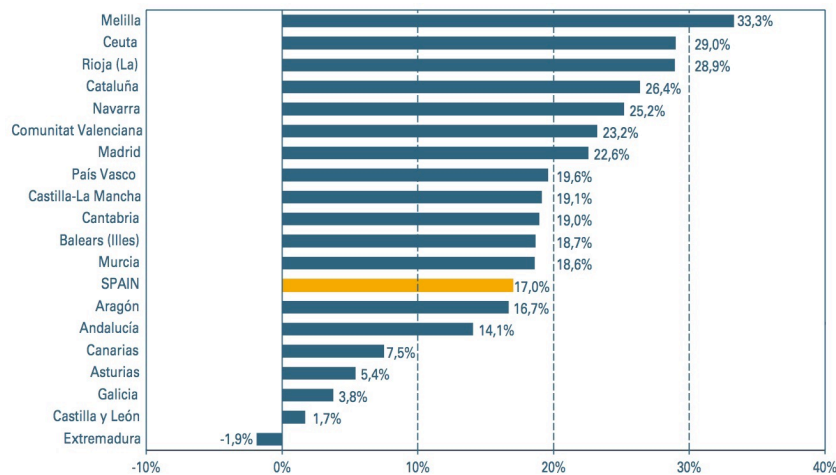
Fig. 12. Change in Students in the Non-university General Education System Between the 2003-2004 School Year and the 2013-2014 School Year, by Autonomous Community
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]
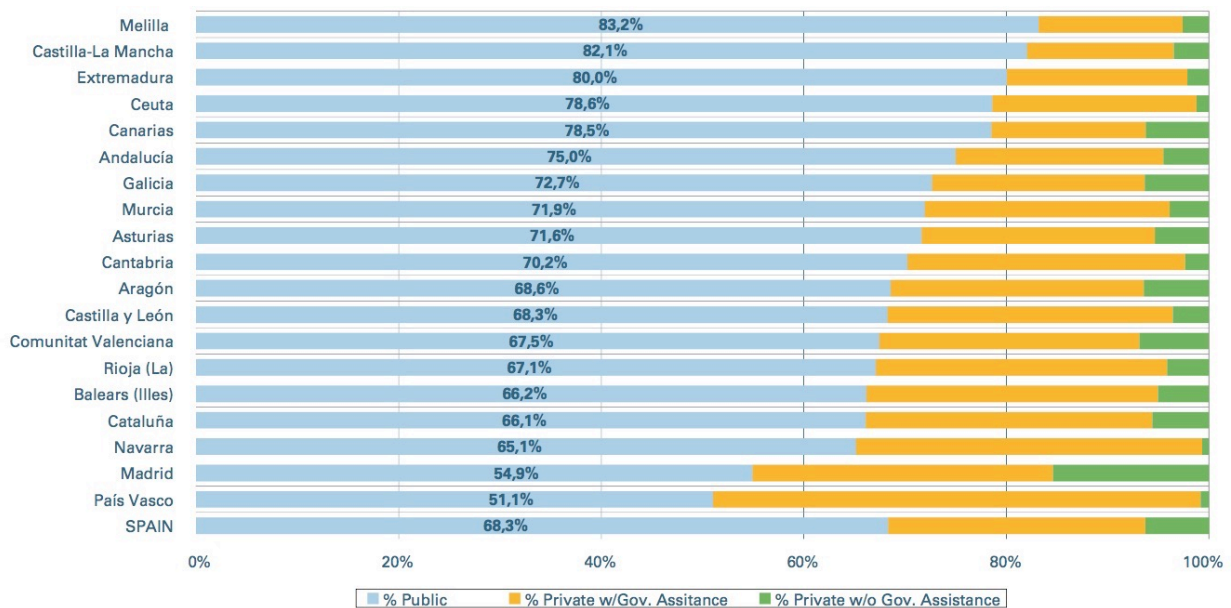
(1) Preliminary data using estimates to distribute students in private institutions between government-dependent and independent institutions.

Fig. 13. Distribution of Students in the Non-university General Education System by School Ownership/Financing and Autonomous Community. (2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]
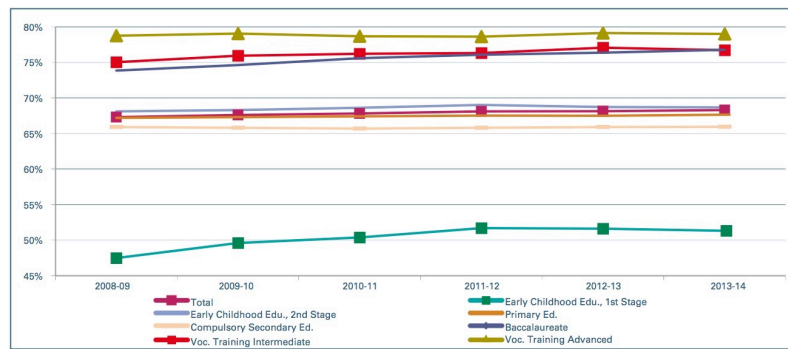
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
TOTAL	**67,3**	**67,6**	**67,8**	**68,1**	**68,1**	**68,3**
Early Childhood Education, First Stage	47,5	49,6	50,4	51,7	51,6	51,3
Early Childhood Education, Second Stage	68,1	68,3	68,6	69,0	68,7	68,7
Primary Ed.	67,2	67,3	67,4	67,5	67,5	67,7
Compulsory Secondary Ed.	65,9	65,8	65,7	65,8	65,9	65,9
Baccalaureate [1]	73,8	74,6	75,6	76,1	76,4	76,8
Voc. Training Intermediate [1]	75,0	75,9	76,2	76,3	77,1	76,7
Voc. Training Advanced [1]	78,8	79,0	78,7	78,6	79,1	79,1

(1) Counting programmes requiring classroom attendance and distance programmes.

Fig. 14 Trends of Student Percentages at Public Institutions by Education Type and Stage.
(2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

- **Vocational Training**

	2003-2004	2008-2009	2013-2014
TOTAL	**467.444**	**486.893**	**702.762**
Intermediate Vocational Training (classroom attendance required)	229.005	249.506	334.055
Distance Intermediate Vocational Training	1.683	4.010	19.478
Advanced Vocational Training (classroom attendance required)	234.461	223.098	314.380
Distance Advanced Vocational Training	2.295	10.279	34.849

Fig. 15. Trends in Student Enrolment in Vocational Training
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

|	Total	Intermediate Voc. Training		Advanced Voc. Training	
		Classroom attendance required	Distance	Classroom attendance required	Distance
TOTAL	702.762	334.055	19.478	314.380	34.849
Andalucía	118.845	62.777	418	51.123	4.527
Aragón	19.348	9.479	507	8.414	948
Asturias (Principado de)	16.371	6.679	1.221	7.245	1.226
Balears (Illes)	11.490	6.352	759	3.605	774
Canarias	38.131	14.664	5.106	13.099	5.262
Cantabria	11.130	4.877	893	4.407	953
Castilla y León	38.930	18.374	1.726	17.128	1.702
Castilla-La Mancha	32.736	15.714	1.112	13.721	2.189
Cataluña	120.584	58.165	2.771	53.113	6.535
Comunitat Valenciana	85.630	43.042	448	39.119	3.021
Extremadura	16.768	8.099	452	6.741	1.476
Galicia	46.647	21.092	1.602	21.515	2.438
Madrid (Comunidad de)	74.413	33.389	708	38.414	1.902
Murcia (Región de)	20.506	9.987	788	9.109	622
Navarra (Comunidad Foral de)	7.883	3.667	224	3.752	240
País Vasco	34.960	13.772	274	20.290	624
Rioja (La)	4.997	2.519	47	2.269	162
Ceuta	1.784	648	239	759	138
Melilla	1.609	759	183	557	110

Fig. 16. Vocational Training Students by Autonomous Community (2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

	Intermediate			Advanced		
	Total	% Females	% Admissions Testing	Total	% Females	% Admissions Testing
TOTAL	332.495	43,9	15,5	328.461	49,3	22,4
Agricultural Activities	7.037	12,7	17,5	5.627	18,5	30,3
Physical and Athletic Activities	7.134	19,7	15,6	14.881	20,0	19,2
Marine and Fishing Activities	1.761	6,6	16,7	1.552	9,1	23,1
Administration	51.906	65,0	13,9	53.306	66,8	24,1
Graphic Arts	3.249	38,7	14,0	1.913	45,4	20,9
Sales and Marketing	13.774	61,0	15,8	18.999	50,6	20,5
Communication, Audiovisual Media	3.352	49,2	15,1	11.682	36,0	20,3
Building and Civil Engineering Works	828	9,1	18,3	6.895	29,9	17,4
Electricity and Electronics	34.775	4,0	17,6	24.620	5,2	29,5
Mechanical Manufacturing	12.024	3,4	17,5	7.390	8,5	27,4
Hospitality and Tourism	17.544	37,7	16,2	16.941	59,4	18,2
Personal Image	20.536	94,2	12,0	5.894	96,3	17,3
Food Industries	3.922	47,2	15,8	1.620	47,1	17,8
Computer Science	27.337	11,1	15,4	34.388	14,4	23,8
Wood and Forniture	2.974	4,9	19,5	646	14,9	23,7
Maintenance and Production Services	12.581	2,0	15,7	12.287	17,9	26,5
Automobile Maintenance	27.307	2,1	18,2	9.528	3,3	29,6
Chemistry	3.095	56,1	15,4	6.683	52,4	17,9
Health	61.822	75,2	14,6	37.829	73,5	19,4
Social, Cultural and Community Services	18.652	85,6	14,3	52.009	90,0	19,6
Textiles, Garment Making and Leather/Fur	791	86,9	11,9	1.113	87,3	13,0
Glass and Ceramics	20	10,0	..	142	49,3	..
Crafts	0	-	-	67	50,7	..
Energy and Water	0	-	-	2.285	9,4	21,1
Safety and Environment	0	-	-	143	44,1	12,8
Undistributed	74	20,3	..	21	52,4	..

(1) Classroom and distance studies are included, except for admission data, which only refer to studies requiring classroom attendance.

Fig. 17. Students Enrolled in Vocational Training by Vocational Family, Gender and Form of Admission (2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]
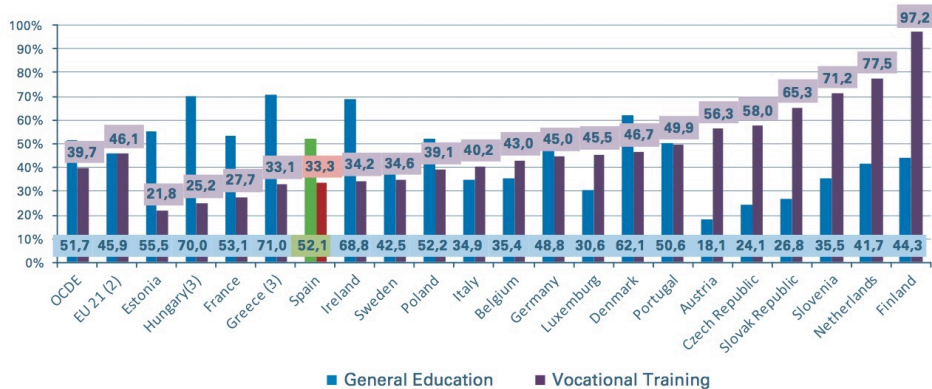
Fig. 18. Upper Secondary Education: Comparison of Graduation Rates in Vocational Training and the General Education European Union Countries - 2012

Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

- **Lifelong Learning**

	% Participants in Ed. Act.	% Parts. in Formal Ed. [2]	% Parts. in Non. formal Ed. [2]
Youth Population (ages 16 to 24)	**66,9**	**61,3**	**12,3**
Males	64,7	59,3	11,3
Females	69,1	63,4	13,4
Adult Population (ages 25 to 64)	**11,4**	**3,3**	**8,4**
Males	10,5	3,2	7,7
Females	12,2	3,5	9,2
Age			
25 to 34	19,5	8,9	11,6
35 to 44	11,6	2,7	9,2
45 to 54	8,3	1,1	7,3
55 to 64	5,3	0,4	4,9

(1) People in the stated age groups are counted if when interviewed they claimed to have engaged in some kind of formal or non formal educational activity, inside or outside the education system, in the four weeks prior to the survey.
(2) People participating in formal and non-formal education at the same time are counted under both headings.
Source: Encuesta de Población Activa. INE.

Fig. 19. Participation in Educational Activities, by Age Group and Gender. 2013

Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

	Total	% Public	% Females [2]
Formal Education	**450.454**	**98,8**	**52,8**
Initial Studies, Basic Education	68.985	99,1	61,7
Secondary School for Adults	186.906	98,9	45,6
Preparation for Compulsory Secondary School Certificate Test	45.528	99,9	46,4
Preparation for Baccalaureate Certificate Test	201	100,0	43,7
Preparation for University Admissions Test for Adults	17.126	98,4	54,9
Preparation for Intermediate Vocational Training Admissions Test	6.623	96,6	52,8
Preparation for Advanced Vocational Training Admissions Test	34.969	96,7	53,5
Spanish Languages for Immigrants	44.765	98,4	53,9
Other Technical/Vocational Studies	45.351	99,3	77,5
Non-formal Education	**154.707**	**98,9**	**73,4**

(1) Specific adult education conducted within the education system is included, regardless of student age. Enrolment refers to one school year.
(2) 2012-2013 school year.

Fig. 20. Students Enrolled in Adult Education. (2013-14 school year)
Source: Facts and figures, 2014/15 school year, Ministry of education, culture and sport, Spain [2015]

4   Relationships between the Ntl. QM system and EQAVET

In the scope of VET of the education system, the Organic Act 2/2006, of 3 May on Education establishes that public authorities are competent and responsible for the inspection of the Education System, one of the factors that favours quality of teaching.

The State is in charge of the High Inspection, which guarantees both, the fulfilment of the responsibilities designated to it in matters of education, and the observance of the applicable constitutional principles and norms as well as other basic norms developed in Article 27 of the Constitution.

The relevant educational administrations are responsible for structuring, regulation and carry out education inspection within their corresponding geographical area. The education inspection encompasses all elements and aspects of the education system, in order to ensure that laws are complied with. It ensures that all those who participate in the processes of teaching and learning

and in the improvement of the education system and the quality and equity of education fulfil their obligations while having their rights guaranteed.

The functions of the Education Inspection are the following:

a) Supervise and monitor, from a pedagogical and organizational perspective, the way schools operate as well as the programmes they offer.

b) Supervise teaching and management as well as collaborate in their constant improvement.
c) Participate in the evaluation of the education system and of its constituting elements.

d) Ensure that schools comply with the laws, regulations and other provisions in force that affect the education system.

e) Ensure the fulfilment and application of the principles and values stated in the Act on Education, including those aimed at fostering equality between men and women.

f) Advise, guide and inform the different sectors of the education community in the exercise of their rights and the fulfilment of their obligations.

g) Issue the reports requested by the respective Education Administrations or which derive from the knowledge obtained from the educational inspection itself, through the official channels.

h) Any other functions that may be commended to it by the Education Administrations, within its area of responsibility.

Although quality control for vocational training differs from one Autonomous Community to the other, there are several quality models applicable to training, including different resources of control that vary from ISO4 Standards or EFQM5 adapted to vocational education and training to Q-For Method6 and Student Satisfaction Surveys.

At the same time, considering that the MECS is concerned about the application of QA principles and practices in the education system, it implements similar tests to those carried out in the PISA7 with the purpose of evaluating students' competences in Mathematics and in their Mother Tongue and of understanding the functioning of different educational factors. These exams are complemented with questionnaires for students, teachers and the management team of the centres.

Regarding Vocational Training for Employment, depending on the Ministry of Employment and Social Security, the Royal Decree 395/2007 of 23 March, regulating the subsystem of vocational training for employment, states that to favour quality in vocational training for employment, the State Public Employment Service, taking into account the proposals of the autonomous communities must annually draw up a plan for the improvement of trainers/ teachers delivering training actions and for the development of a technical educational methodology. With this aim, the competent administrations establish in the framework of the Programme already mentioned, a plan for the endowment and equipment of training centres based on the needs of adaptation to technological changes and work organization.

Therefore, it is important to refer to the Agreement on Vocational Training for Employment8 signed by the Government and the social partners, in the framework of the Social Dialogue. In a general way, the Agreement states that QA is fundamental to guaranty that training is extended to meet the needs of both, companies and workers.

#	Indicators	Organization(s)	Observations
1	Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers	MECS AC EI SPES	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for monitoring and is collected through periodical surveys. See further observations following this table.
2	Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested	MECS	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting, being evaluated in financial terms. See further observations following this table.
3	Participation rate in VET programmes: Number of participants in VET programmes, according to the type of programme and the individual criteria	MECS (NIEES) SPES	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting, as well as monitoring. See further notes following this table.

In relation to the indicators nº4 (Completion rate in VET programmes) and nº5 (Placement rate in VET programmes), the subsequent ones (successful completion of training and destination of trainees six months after completing their training) are linked to the same organizations, that collect the information and contribute to the introduction of changes in the Autonomous Communities and

governmental policies, that it is to say: National Institute for the Evaluation of the Education System (Ministry of Education, Culture and Sport) and the State Public Employment Service (Ministry of Employment and Social Security) and the National Institute of Statistics.

#	Indicators	Organization(s)	Observations
4	Completion rate in VET programmes: Number of persons having successfully completed/ abandoned VET programmes, according to the type of programme and the individual criteria	MECS (NIEES) SPES	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for monitoring. See further notes on this indicator following this table.
5	Placement rate in VET programmes: (a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria	MECS (NIEES) SPES NIS2	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for monitoring as well as performance based decision making. See further notes following this table.

As regards this indicator nº 7 (Unemployment rate according to individual criteria) it is important to emphasize the major contribution of the MESS (SPES) is the Memory (annually produced) which includes information about the active employment policies, a group of programmes and actions on guidance, employment and training aimed at enhancing unemployed people's access to employment and promoting workers' training. At the same time, the Occupations Observatory annually provides with information about the state, analyzing the situation of the significant variables involved in the labour market.

Regarding to the indicator no 8 (Prevalence of vulnerable groups in the VET system) the Organic Act 2/2006; 3 May on Education takes into consideration this group in order to facilitate its social and labour integration. Besides, this Act establishes that Public Authorities must provide training adapted

to their specific needs and must reserve a number of places in vocational training courses for students with disabilities.

#	Indicators	Organization(s)	Observ
6	Use of acquired skills at the workplace: (a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria (b) satisfaction rate of individuals and employers with acquired skills/competences	---	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated this is used for planning and target setting, as well as monitoring through annual surveys. No further information was revealed regarding this indicator at this stage.
7	Unemployment rate according to individual criteria	MESS (SPES)	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting, as well as monitoring. See further
8	Prevalence of vulnerable groups: (a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender (b) success rate of disadvantaged groups according to age and gender	MECS (NIEES) SPES	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting, as well as monitoring. See further observations following this table.

Furthermore, according to Royal Decree 1147/2011, of 29 July, on the general organization of vocational education and training in the Education System, VET centres have to take into account the characteristics and expectations of students suffering from disabilities. Besides, it is guaranteed that VET in the Education System: Fosters effective equality of opportunities, with special attention to

equity between men and women; Pays special attention, in conditions of universal accessibility and with the necessary support resources, in each case, to disabled people and finally; Makes lifelong learning possible; favouring people's inclusion to the different training offers and conciliation of learning with other responsibilities and activities.

With respect to vocational training for employment, the Royal Decree 395/2007, of 23 March, sets that with the aim of guaranteeing access to training to workers presenting more difficulties for labour insertion or for continuing in the labour market, when it comes time to access to training actions, a priority is given to: unemployed people belonging to the following groups: women, young people, disabled people, long term unemployed, people under the risk of social exclusion and others.

#	Indicators	Organization(s)	Observ
9	Mechanisms to identify training needs in the labour market: (a) information on mechanisms set up to identify changing demands at different levels (b) evidence of their effectiveness	NIS TFRE	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting. See further observations following this table.
10	Schemes used to promote better access to VET: (a) information on existing schemes at different levels (b) evidence of their effectiveness	SBE	At the Cross Country Analysis on the Use of Indicators for Quality in VET Peer learning visit Helsinki, 13-15 December 2006 it was stated that this is used for planning and target setting as well as monitoring. See further notes following this table.

NIS: National Institute of Statistics   SBE: State Board of Education
MECS Ministerio de educacion, cultura y departey ciencias   SPES Servicio Público de Empleo Estatal
MESS :Ministerio de Empleo y Seguridad Social: Servicio Público de Empleo Estatal

Regarding the indicator nº 9 about the existence of mechanisms to identify training needs in the labour market to VET system, it is important to emphasize a survey concerning the transition education-training and labour (professional) integration. This survey is included in the National Statistic Plan and is the result of an agreement between the National Institute of Statistics (NIS), the MECS, the MESS and de SPES. Aimed at young students and trainees, the survey has the purpose of understanding the different ways of transition to the labour market. Because of his nature, this survey also provides information about the successful completion of training and destination of trainees six months after completing their training.

Additionally, the TFTE produces periodically reports with the aim of describing CVET initiatives for active workers.

Finally, in relation to the indicator nº 10 about Schemes used to promote better access to VET, the Organic Act on Education (2006) provides the context to access to VET in the education system; sets the goal to promote lifelong learning, to substantially reduce the number of young people who abandon the system before they attain a basic degree and to increase the currently low number of young people who go for a career in science, technology and "new" professions.

5 Review of existing ICT solution

xxxxxx

6   Summary in native language

España es el cuarto país más grande en la UE (territorio y población), Según la Constitución española de 1978, España se hizo una monarquía parlamentaria, esta formada por 17 regiones Autónomas (+ Ceuta y Melilla) y 50 provincias, tiene 46,7 millones de habitantes, La tasa de desempleo del 21% (1er cuarto de 2011).

6.1   Education general

La Educación general en España incluye tanto la educación básica enseñado en el campo de la educación (educación secundaria y primaria como obligatoria), con el objetivo de proveer a alumnos de las capacidades básicas. En esta situación debía enfrentar con nuevos niveles educativos, dándoles un conocimiento preliminar de ciertos sujetos, y también bachillerato, que es la parte de la educación secundaria superior postobligatoria.

6.2   Preformacion professional

En España, esto equivale a los Programas de Calificaciones Profesionales están destinado a estudiantes con la edad de dieciséis quienes no han obtenido un diploma de la educación secundaria obligatorio. Su objetivo es facilitar a todos estos estudiantes la posibilidad de obtener la calificación del Nivel 1 del Catálogo Nacional de Calificaciones Profesionales, que les permitirán seguir sus estudios. También se han propuesto las siguientes iniciativas: las Escuelas del Taller y Centros del Arte, y el ESO y los sujetos de bachillerato que se quieren para proporcionar la formación profesional básica.

6.3   Formacion professional

La formación profesional en España incluye el juego de acciones de formación que prepara a estudiantes para calificarse para trabajar en una variedad de profesiones, tener el acceso al empleo y participar activamente en la vida útil y social, cultural. El término incluye los cursos específicos enseñados en la formación profesional inicial (cursos de formación profesional del nivel intermedios y avanzados), que dio clases en el campo de educación, acciones de la nueva introducción y la introducción de trabajo para trabajadores desempleados y empleados y también en la compañía siguiendo cursos de formación que se enseñan en el lugar de trabajo bajo el marco de Formación profesional para el Empleo, que permiten a trabajadores adquirir y guardar sus capacidades profesionales y su acreditación actualizada a través de certificados del profesionalismo.

6.4   Educacion superior

La enseñanza superior incluye la educación universitaria, la formación profesional del nivel avanzada y la educación avanzada no universitaria especial en las áreas de la educación artística (Educación Artística Avanzada) o lenguas (Educación de la Lengua del Nivel Avanzada). La educación terciaria da el acceso de estudiantes a estudios de investigación avanzada y profesiones con un alto grado de especialización.

6.5   Educacion postsecundaria

Este nivel de la educación incluye la formación profesional para cursos de empleo que llevan a certificados profesionales de nivel 3. Los programas de capacitación diseñados para permitir que aquellos más de 25 años de la edad entren en la enseñanza superior también se pueden incluir. El objetivo de estos cursos es preparar a estudiantes para pasar las Pruebas del Acceso a la universidad estudiantiles (iniciales españolas, PAU). El conocimiento requerido para estas pruebas es el equivalente de Bachillerato (educación secundaria postobligatoria).

6.6   Formación professional inicial (IVET)

La formación profesional específica que se enseña dentro del sistema educativo a dos niveles diferentes: los cursos de formación profesional del nivel intermedios que llevan al diploma de Técnico; y los cursos de formación profesional del nivel avanzados que llevan al diploma del Técnico Avanzado. Se organiza en 26 familias profesionales. Esta formación se organiza en módulos de formación que varían en su duración y contenido, y puede o puede no tener que ver con las capacidades profesionales diferentes definidas en el Catálogo Nacional (SNCFP)

6.7   Seguimento formación profesional formación (CVET)

Con la aprobación del Decreto 395/2007 Real que reguló la formación profesional para el subsistema de empleo, toda la formación para la población activa, empleada o desempleada, se incorporó en el mismo sistema manejado centrado en el trabajo. Esta formación, que se diseña para responder directamente a las necesidades y los requisitos del mercado productivo, incluye una variedad de iniciativas (a petición formación; cursos de formación en oferta; y formación que alterna con empleo) y certificados de permisos de profesionales que pueden adquirirse a través de acciones de formación dirigidas hacia calificaciones llenas o parciales.

6.8   Formacion profesional para trabajadores

El subsistema de Formación profesional para el Empleo es compuesto por un conjunto de instrumentos y acciones que apuntan a promoción y extensión, de la formación entre compañías y empleados y parados, con el fin de cubrir sus necesidades y contribuyen al desarrollo del conocimiento basado en la economía.

- La Formación profesional para el sistema de Empleo garantiza el derecho a formación, su carácter gratuito y formación de acceso igual y subvenciones para su financiación.
- El objetivo principal de la Formación profesional para el sistema de Empleo es introducir de una forma dinámica, ágil, flexible y estable a fin de encontrar los desafíos de la economía desde el punto de vista de formación, en el contexto de la Estrategia europea para el pleno empleo.

La Formación profesional para el subsistema de Empleo es formada por las iniciativas de formación siguientes:

- Formación a la carta – las actividades de formación de las compañías y permisos individuales de formación totalmente o parcialmente financiado por los fondos públicos, a fin de responder a las necesidades específicas de la formación detectadas por las empresas y sus trabajadores.
- Suministro de Formación – planes dirigidos primero a los empleados y actividades de formación dirigidas principalmente a trabajadores desempleados con el fin de ofrecer una formación que calificarlos para el desempeño ocupacional de las profesiones y el acceso al empleo.
- Formación en alternancia con el empleo – formado por las actividades de formación previstas en los contratos de formación y programas de empleo-formación públicos, lo que permite que el empleado para hacer compatible la formación con las responsabilidades del trabajo.
- Actividades de asistencia Formación y apoyo que permitan mejorar la eficacia del subsistema de Formación Profesional para el Empleo.

La Formación Profesional para el Empleo depende del Ministerio de Trabajo e Inmigración y se ha transferido a todas las Comunidades Autónomas.

Puede ser realizada por:

Administración Pública competente en materia de Formación Profesional para el Empleo, a través de los centros propios o a través de las entidades o empresas públicas sobre la base del acuerdo:

- Centros de Referencia Nacional, especializados por sectores productivos
- Centros Integrados de Formación Profesional de titularidad pública
- Otros Centros de la Administración Pública

Las organizaciones empresariales y sindicatos, así como otras entidades beneficiando de los planes de formación dirigidos en primer lugar a los empleados;

Las empresas que desarrollan acciones de formación para los empleados o desempleados con la obligación de compromiso.

Centros Integrados de Formación Profesional del derecho privado y otros centros y entidades de formación, públicos o privados

Centros o entidades de formación que ofrecen formación no destinado a la obtención de los certificados de profesionalidad

6.9   Calificaciones y Habilidades: el sistema de la acreditación nacional

El Instituto Nacional de Calificaciones, INCUAL (Instituto Nacional de las Cualificaciones) fue creado por el Decreto 375/1999 Real del 5 de marzo de 1999.

Es el instrumento técnico, esta dotado de capacidad e independencia, que apoya al Consejo general español de Formación profesional y Formación a fin de alcanzar los objetivos del Sistema Nacional para Calificaciones y Formación profesional y Formación (conocido en español como SNCFP)

La Ley 5/2002 Orgánica del 19 de junio de 2002 en Calificaciones y Formación profesional y Formación confiere al INCUAL la responsabilidad de definir, creando y actualizando el Catálogo Nacional de Calificaciones Profesionales y el Catálogo Modular correspondiente de Formación profesional y Formación

Catálogo nacional de calificaciones Profesionales (CNCP)

CNCP es un instrumento del Sistema Nacional para Calificaciones y Formación profesional y Formación (SNCFP), que pone las calificaciones profesionales en una lista según las competencias apropiadas para el ejercicio profesional.

CNCP consiste en calificaciones profesionales arregladas en la calificación y familia profesional.

Las 26 familias profesionales que arreglan (CNCP) se han creado según criterios de afinidad entre las capacidades profesionales diferentes.

Los 5 niveles de la calificación profesional están basados en la capacidad profesional requerida para cada actividad productiva que tiene criterios diferentes en cuenta como conocimiento, iniciativa, autonomía, responsabilidad y complejidad, entre otros, necesarios para el logro de cada actividad.

7   Summary in English

Spain is the fourth largest country in the EU (territory&population), Under the Spanish Constitution of 1978, Spain became a parliamentary monarchy, it is composed of 17 Autonomous Regions (+ Ceuta and Melilla) and 50 provinces and Over 46,7 million inhabitants, The unemployment rate of 21% (1st quarter of 2011)

7.1   General education

In Spain, this concept includes both basic education (primary and compulsory lower secondary education) taught in the education field, with the aim of providing pupils with the basic skills needed to cope with new educational levels, by giving them a preliminary knowledge of certain subjects, and also bachillerato, which is part of post-compulsory upper secondary education.

7.2   Pre-vocational education

In Spain, this corresponds to the Initial Professional Qualifications Programmes intended for students over the age of sixteen who have not obtained a compulsory secondary education diploma. Its aim is for all these students to have a Level 1 qualification from the National Catalogue of Professional Qualifications, which will permit them to continue their studies. Also included are the following initiatives: Workshop Schools and Craft Centres, and the ESO and bachillerato subjects that are intended to provide basic vocational training.

7.3   Vocational training

Vocational training in Spain includes the set of training actions that prepares students to be qualified to work in a variety of professions, to have access to employment and to actively participate in social, cultural and economic life. The term includes the specific courses taught in initial vocational training (intermediate and advanced level vocational training courses), which taught in the field of education, labour insertion and reinsertion actions for unemployed and employed workers and also in-company continuing training courses that are taught in the workplace under the framework of Vocational Training for Employment, which permit workers to acquire and keep their professional competencies and their accreditation up to date through certificates of professionalism.

7.4   Tertiary education or higher education

In Spain, higher education includes university education, advanced level vocational training, and special non-university advanced education in the areas of artistic education (Advanced Artistic Education) or languages (Advanced Level Language Education). Tertiary education gives students access to advanced research studies and professions with a high degree of specialization.

7.5   Post-secondary non-tertiary education

In Spain, this level of education includes vocational training for employment courses that lead to level 3 certificates of professionalism. Training programmes designed to allow those over 25 years of age to enter higher education can also be included. The aim of these courses is to prepare students to pass the undergraduate University Entrance Tests (Spanish initials, PAU). The knowledge required for these tests is the equivalent of Bachillerato (postcompulsory secondary education).

7.6   Initial vocational training (IVET)

This is made up of specific vocational training that is taught within the education system at two different levels: Intermediate level vocational training courses that lead to the diploma of Technician;

and advanced level vocational training courses that lead to the diploma of Advanced Technician. It is organized into 26 professional families. This training is organized into training modules that vary in their duration and content, and may or may not be associated with the different professional competencies defined in the National Catalogue (SNCFP)

7.7 Continuing vocational education and training (CVET)

With the approval of Royal Decree 395/2007 which regulated the vocational training for employment subsystem, all training intended for the active population, employed or unemployed, was incorporated into the same system managed by the labour sphere. This training, which is designed to respond directly to the needs and requirements of the productive market, includes a variety of initiatives (on-demand training; training courses on offer; and training alternating with employment) and permits certificates of professionalism to be acquired through training actions directed towards full or partial qualifications.

7.8 Professional Training for Employment

The subsystem of Professional Training for Employment is made up by a set of instruments and actions which aim at promotion and extension, among companies and employees and unemployed, of training which meet their needs and contribute to the development of knowledge based economy.

The Professional Training for Employment system guarantees the right to training, its free of charge character and equal access training and subsidies for its financing.

The main objective of the Professional Training for Employment system is to introduce the dynamic, agile, flexible and at the same time stable model in order to meet the challenges of the economy from the training perspective, in context of the European Strategy for full employment.

The Professional Training for Employment subsystem is formed by the following training initiatives:

- Training on demand – training activities of the companies and individual permissions for training totally or partially financed by he public funds, in order to answer the specific needs of training detected by companies and their employers.

- Supply training – plans addressed primary to employees and training activities aiming principally at unemployed workers in order to offer a training which will qualify them for the occupational performance of professions and access to the employment.

- Training in alternation with employment – made up of training activities foreseen in the training contracts and public employment-training programmes, allowing the employee to make compatible the training with the job responsibilities.

- Training assistance and support activities which allow improving the effectiveness of the Professional Training for Employment subsystem.

The Professional Training for Employment is in responsibility of the Ministry of Labour and Immigration and has been transferred to all Autonomous Regions.

It can be delivered by:

- Public Administration competent on the subject of Professional Training for Employment, through the proper centres or through the entities or public companies on the basis of agreement:

  - National Reference Centres, specialised by productive sectors

  - Integrated Centres for Vocational Training of public entitlement

  - Other Public Administration Centres

- Business organisations and trade unions, as well as other entities beneficiating from the training plans aimed in the first place at employees;

- Companies which develop training actions for the employees or unemployed persons with the obligation of engagement.

- Integrated Centres for Vocational Training of private entitlement and other centres and training entities, public or private

- Centres or training entities which deliver training not aiming at obtaining of the professionalism certificates

7.9   Qualifications and Skills: the national accreditation system

The **National Institute of Qualifications, INCUAL** (Instituto Nacional de las Cualificaciones) was created by Royal Decree 375/1999 of 5 March 1999.

It is the technical instrument, endowed with capacity and independence, which supports the Spanish General Council of Vocational Education and Training in order to attain the objectives of the National System for Qualifications and Vocational Education and Training (known in Spanish as SNCFP)

The Organic Act 5/2002 of 19 June 2002 on Qualifications and Vocational Education and Training confers on the INCUAL the responsibility for defining, creating and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Vocational Education and Training

National Catalogue of Professional qualifications (CNCP)

CNCP is an instrument of the National **System for Qualifications and Vocational Education and Training** (SNCFP), which lists the professional qualifications according to the appropriate competences for the professional exercise.

- CNCP consists of professional qualifications arranged in qualification and professional family.

- The 26 professional families which make up the (CNCP) have been created according to affinity criteria among the different professional competencies.

- The 5 levels of professional qualification are based on the professional competency required for each productive activity taking into account different criteria like knowledge, initiative,

autonomy, responsibility and complexity, among others, necessary for the accomplishment of every activity.

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9 Annex 1

Case study

Planning - education program, vision, concept, mission

- *By which preparations, decision-making mechanisms, discussion methods, negotiations, approval mechanisms was the school pedagogic concept and the school's vision created?*

We have multiple meetings with industry manufacturers and their business partners and end customers to define which is the most demanded training in the sector, and which will be in the near future.

In addition, we consult all official reports on most active points of activity in our sector, information technology and communications.

- *Did you use problem-solving tools when planning the steps?(e.g. brainstorming, force field analysis, tips card, mind maps, circles of questions of data collection tools, internal organisational and management related problem circles)*

The most commonly used tool is the official meeting that we have with the parties involved in the sector. Once we have gathered all the necessary information, we usually organize brainstorming sessions to complete the definition of our training offer and we create mind maps to identify possible paths or careers along each technology.

- *What are the key elements of the school program?*

Detectar cuál es la formación más eficiente de cara a la empleabilidad de nuestros alumnos, reciclado de conocimientos de los mismos, que suelen venir del sector IT, pero necesitan una renovación para su puesta en el mercado laboral de nuevo.

Detecting which is the most efficient training oriented to the employability, while recycling their skills and knowledge, of our students who usually come from the IT Sector but they need to renew their skills to be attractive again to the labour market.

Implementation (operative steps)

- *By which school discussion forums, in what steps were the operative goals of the pedagogic program identified? Was a process map created?*

No answer

- *Were external experts, consultants involved in this work?*

Erasmus+

Yes, we always have experts in each technology who create for us an initial proposal of courses or show us new technologies. They are not independent consultants but rather advices from experts from companies involved in each technology.

- *What specific points were taken into account regarding the expectations of the law, the maintainer and parents, expectation of labor market or of students?*

In our case, all our students are adults, so the role of parents is not considered-

We carefully consider the needs of the labour market in the IT industry, which changes frequently. Our return on investment (ROI) is the number of students that have been inserted into the labour market again before 6 months after finishing a course.

We always offer formal official training: in the case ofIT manufacturers, all training is supervised by them. We use the recommended material and certified teachers in the corresponding technology.

- *Did you have an innovation process among the steps that were different from the routine of the recent years? If so, what were they?*

Yes, we have tried to evolve the courses at the center, opening them to technologies which do not depend on the manufacturers in the sector but which are technologies demanded in the market.

We have also begun a series of MasterClass and seminars on different technologies to try to open the range of possibilities for our students to find a job or to create their own business through entrepreneurship.

In addition, we have begun to organize internships in the industry to provide our students an easier engagement in the labour market, because all companies now require people who is not only trained but also experienced.

Quality management, evaluation, self-assessment (Implement a quality management system)

- *What are the documents of institutional self-evaluation?*

We have lots of documents for self-assessment. In all courses we collect information with a satisfaction questionnaire to the students. If the course is long enough in hours, we also have an intermediate questionnaire and at the end another one to evaluate items as teachers performance, teaching materials, course organization, etc.

We ask an individual report for each student to trainers as well as another general one on the course: this allows us to assess whether or not the aimed goals are reached.

All this information allows us to detect possible problems or dissatisfaction issues in any of the actors involved in the training and correct errors in each edition of each course if it is necessary. All these questionnaires are sent to Central Educational Services of the Region of Madrid which review them and check if the centre is operating correctly in general.

- *Do you have an own institutional quality assurance manual? If so, what documents is it based on?*

We have a general document for the 5 own centres of the Community of Madrid (Region of Madrid) referred to training oriented to employment. All centres follow the same rules, which are indicated in the previous point.

- *Did you involve external experts in the quality management?*

No. we perform all these functions, although students and teachers are who really provide their opinion on the courses and the training centre.

- *Do you have a quality management working group or an expert who is responsible for QM in the school?*

The Headmaster department, along with all of its control technicians, is in charge of the centre quality in general.

- *Is the visit of lessons and the evaluation of its results organised? Who can evaluate teachers' work in the school?*

Yes, as said before, teachers are evaluated by the students: in case of an issue being detected, the Technical Unit and the Headmaster organize personal interviews with teachers to detect if the problem is real or if it is the result of a problem in the classroom.

- *What are the documents of the control and evaluation of teachers' work?*

We have the intermediate and final questionnaires already mentioned, apart from a report from contracting entity in charge of training which is the company that really depends on the teacher. We do not directly provide training due to the high technological level required to trainers and their direct relationship with manufacturers: we organize a public tendering process for each training course, and companies which are authorized by manufacturers opt for a contract: therefore teachers are part of its personnel.

- *Besides the evaluation of teachers's work, what other activities of the school are evaluated regularly or at times?*

As I said before, several parameters are evaluated in the intermediate and final such as the skills of the teacher, the quality of educational materials, the course structure, etc. Further we include a free-text space where student may communicate any suggestions or complaints.

- *What indicators have been planned?*

Our final indicator is the percentage of insertion of students in the labour market, which is not measured by questionnaires or student satisfaction forms, but using the actual data of employment situation of former students of each of our courses.

- *What methods to evaluate the results of the different activities were used in the survey from among the ones listed here?(Teacher questionnaire, student questionnaire, leadership questionnaire, parents' questionnaires, self-monitoring competence catalogs)*

Above all, we base all our decisions on the students' questionnaires, the score on the course and the impact in the labour market. Regarding the mentioned list, we only use the students' questionnaires.

- *Have you used the online version of the tools?*

No.

- *What kind of quality assurance tools and methods were used? (data collection charts, process map, cause-and-effect diagram, control cards, histogram, Effect analysis - Pareto analysis, correlation chart, matrix of criteria, cause-effect analysis - Fishbone diagram (Ishikawa diagram), tree diagram*

We receive from Central Services a summary and a bar chart as well as the values for each of the evaluated items.

- *Have you used the online version of the tools?*

No

- *Was a systematic SWOT analysis made?(Strengths,Weaknesses, Opportunities, Threats)*

No. The General Directorate for Educational Quality of the Region of Madrid is in charge of the deeper studies on quality and send us a complete report of results.

- *If you have a website, is there a problem-feedback, discussion forum for teachers, students, parents, employers and places of professional practice?*

No, it is just an informative website where students can apply for the courses, but there are not forum debates or similar.

- *Can you trace the walk of life of your graduates? If so, how can you incorporate these experiences into quality management?*

Yes, as I said, six months after completing the course we perform a survey to check whether the students have found a job.

- *Do you have contacts with partner schools? Do you organize an exchange of experience of quality management?*

Yes, we have contact with the rest of the public own centres of the Community of Madrid (Region of Madrid) and with other National Reference Centres in Spain to discuss these issues in events and debates.

Feedback, development

- *How do you publish the results of the quality assurance?*

The results are not published.

- *What kind of documents do you have to identify areas that need improving?*

In our case, the result is reflected in the following public call for tenders and the package of courses requested in it.

10 OpenQAsS Project Basics

Programme: Erasmus+, Strategic Partnership, Vocational Education and Training
Participating countries: Hungary, Spain, Italy, United Kingdom, Ireland
Project duration: September 2014 – August 2017
Project ID: 2014-1-HU01-KA242-002356
Project website: http://openqass.itstudy.hu/en
Coordinator: iTStudy Hungary Ltd.
Contact: Mária Hartyányi. Email: maria.hartyanyi@itstudy.hu

The OpenQAsS project vision is to utilise the potential of today's networking technology in all areas of the implementation of the EQAVET Reference Framework principles, and so make the resulting tools part of the daily practice of institutional Quality Assurance in our VET schools.

Target groups

- Teachers and headmasters of VET schools; managers and trainers of VET provider companies;
- VET schools and VET providers;
- Researchers working in the field of the vocational education;
- Software developers joining the OpenQAsS.org community.

Objectives

- To improve the culture of quality assurance by involvement of VET teachers and trainers into online consultation in the partner countries;
- To develop Open Source Software toolkit (Open QAsS) to promote and facilitate QA management in VET schools and adult educational VET providers;
- To develop a certificate – Institutional Quality Manager (IQAM) – for VET teachers and trainers who take responsibility for quality management tasks in institutions.

Partners

iTStudy Hungary Educational and Research Centre for ICT - Hungary

Universidad de Alcala - Spain

AICA, Associazione Italiana per l'Informatica e il Calcolo Automatico - Italy

CAPDM Ltd. - United-Kingdom

SZÁMALK Szalézi Vocational High School - Hungary

National Research Council Institute - Italy

TREBAG Ltd. - Hungary

ICS-SKILLS Certification Body of The Irish Computer Society - Ireland