

Quality Assurance in VET: Spain

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance



Overview of the VET system and how quality assurance takes place

Vocational training is understood in Spain as the set of training activities associated with each competency unit, which prepare people for the qualified performance of various professions, access to employment and active participation in social, cultural and economic life.

The organisation and management of these studies are linked to a distribution of responsibilities within a decentralised, constitutionally organised model, in which the competences between the Ministry of Education and Vocational Training and the Regional Authorities are held.

The Ministry of Education and Vocational Training currently brings together all the teachings of the educational system (except the university ones), being in charge of the general management of the educational system. Both the Ministry of Education and Vocational Training, as well as the Education Departments of the different Regional Authorities include flexibility within the different possible training itineraries, among which the integration and professional reintegration plans of workers and training-oriented plans stand out continuous in companies that allow the acquisition and continuous updating of professional skills. Currently derived from the flexible itineraries that can be followed in a model of continuous learning throughout life, possibilities of obtaining professional certificates that qualify for employment are included, having their correspondence in the corresponding academic itinerary.

Spanish VET is divided into three educational levels:

- Basic level (secondary education, for the award of the Basic Professional Technician).
- Intermediate level (upper secondary, to obtain the Technical Title).
- Higher level (higher education, to obtain the Higher Technical Title (EQF Level 5)).

Learners have the possibility of being taught in public or private centres with modalities of face-to-face and / or online professional training¹.

¹ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/spain-u2>



The monitoring of the assessment and management of the quality of vocational training at the national level is managed by the Ministry of Education and Vocational Training through the General Secretary for Vocational Training, which is assigned the competences in the field of vocational training.

Vocational training is promoted with the beginning in 2018 of the first Strategic Plan of Vocational Training of the educational system, which has been consolidated and intensified to offer qualification and requalification to current and future workers, both individually and collectively thanks to the second phase of the strategic plan for vocational training that incorporates a plan for the modernisation of vocational training for the unemployed and employed, derived from the 2030 agenda and its Sustainable Development Goals.

The new organic Law for the Organisation and Integration of Vocational Training includes in Title X, The Evaluation and Quality of the Vocational Training System, a specific section for quality.

This section of the Organic Law expressly states that "the evaluation of the quality of the Vocational Training System will be carried out in accordance with the indicators established in the European Framework for Quality Assurance of Vocational Training (EQAVET)."

In addition, it is indicated that it will be the Ministry of Education and Vocational Training that will establish and coordinate a system of evaluation of the Vocational Training System in which the regional authorities, as well as business and union organisations, will participate as stakeholders.

In the period from 2017 to 2020, the Spanish Employment Activation Strategy included a strategic objective that measures the adequacy between the training offer and the needs of the labour market as one of the indicators established by Law 30/2015 for the measurement of the quality. Currently these policies are implemented as a means to improve the employability conditions of working people thanks to the inclusion of the modernisation of active employment policies with the approval of the Spanish Strategy for Activation for Employment 2021-2024 of the Plan of Recovery, Transformation and Resilience.²

² <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/spain-u2>



Provider-level QA arrangements

There is no mandatory self-assessment. However, the Organic Law 2/2006 establishes that the educational administrations of the Regional Authorities must help and promote school self-evaluation in order to improve their practice. They also provide advice and analyse information from VET schools and centres in relation to the design, analysis, and interpretation of results. In addition to establishing the bases to obtain the necessary information to build the quality indicators, the law itself already includes the mandate to develop the provider level, indicating that the quality assessment instruments will be established, and the certification systems of providers.

In Spain, since education is a decentralised competence, each Regional Authority has the power to manage it. Due to this, structures for the management and control of quality indicators are created in the regional territories, standing out as the highest guarantor body of the same, the Educational Inspection of each Regional Authority.

Currently, the different Regional Authorities have regulations on quality in VET, although there is no homogeneity in the procedures that develop the regulations of the Regional Authorities.

All the projects that are carried out at the national level through the Ministry of Education and Vocational Training offer reports, data, results and proposals for good practices and collect the information that is transferred from the Regional Authorities to disseminate the general point of view of the country's vocational training.

Regarding the Certificates of Professionalism (future Grade C in the new law), one of the main quality assurance instruments is a record kept by the public employment services. Training organisations, both public and private, must be registered in the registry set up by the competent public administration if they wish to teach any of the training specialties included in the Catalogue of Training Specialties. They must have the necessary staff and facilities to ensure strong technical competence to provide quality theoretical and practical training.



Which organisation(s) are responsible for VET policy?

The Ministry of Education and Vocational Training and the Education Departments of the Autonomous Communities jointly administer vocational training.



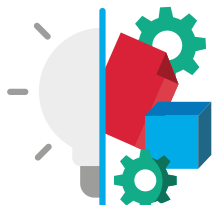
Priority areas for QA in your country

The Spanish educational system is organised in a decentralised way, with a large participation of the regions in decision-making (such as the definition of the quality model or involvement in certain projects). There is no quality model referenced to European recommendations that is homogeneous in all vocational training courses of the educational system in Spain. There is no homogeneous quality information system in vocational training applicable to all autonomous communities.

For these reasons, as stated in the Modernisation Plan for vocational training, it is necessary to:

- Create a quality certification for centres and companies.
- Create a digital tool for evaluating all vocational training offers by beneficiaries, in the case of unemployed and employed.
- Design a comprehensive assessment and quality model of the unique vocational training system.³

Specific projects in the country (optional)



Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to highlight for your country

Currently, a project is being developed to implement a quality model in the field of vocational training in Spain, which will be worked together with regional authorities and other stakeholders.

This project has a double objective: first, to design and implement a quality model in the EQAVET Framework of the vocational training system in Spain that includes a self-evaluation, which allows measuring success and identifying areas for improvement; and secondly, to design and implement a quality system that allows providing updated information for decision-making that ensures the quality of professional training in the Spanish educational system.

With this project, it is intended to achieve the following results:

- Achieve a quality model in Spain aligned with the EQAVET framework.
- Achieve a quality model that can be adapted by the Regional Authorities.
- Have a specific Spanish indicator system aligned with the EQAVET quality indicators.
- Develop a procedure to assess the quality of the VET system in Spain.

Within the framework of the new call for projects, a project for the implementation of quality systems in the CoVES for EQAVET-Spain has been approved. On the other hand, each regional authority is already developing quality assurance projects (with different levels of development).

³ <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8365&furtherPubs=yes>



Which organisation(s) are responsible for the project / initiative

The phases of the EQAVET cycle (planning, implementation, evaluation, review) are under the responsibility of the Ministry of Education and Vocational Training, although they will be worked together with regional authorities.

Use of EQAVET labels

Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes