



SHare, Improve, develop: today's excelleNce for tomorrow's HVET
Project n°. 2015-1-IT01-KA202-004792

Intellectual Output 1 – National surveys

Spain

Developed by:
EfVET (power by CECE)

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Summary

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The Spanish Ministry of Education Culture and Sport is responsible for developing and implementing government policy in VET programmes in the education system whereas the Ministry of Employment and Social Security is mainly concerned with VET & HVET programmes in the National Employment System and continuous vocational education training. The autonomous communities have responsibilities for VET, consisting of developing and applying basic regulations and in regulating non –essential aspects of the VET & HVET system.

Another highly relevant body is the National Council that advises the central government in all education matters, including HVET. This Council consists of 107 members representing all stakeholders within the education sector.

The geographical distribution of this population in the seventeen autonomous communities and two autonomous cities of Ceuta and Melilla depends. The population is concentrated in certain regions:

- Andalusia
- Catalonia
- Community of Madrid
- Community of Valencia



Source: INE 2012 Census 2011 www.ine.es.es

There are many foreigners who come from South America, but the largest share of immigrants comes from Romania and Morocco. In relation to VET, the increase of immigrants may have affected the education indicators of the country.

Diagram of the Spanish education and Vocational Training system

Vocational training that is offered in the education system is mainly IVET for young people.

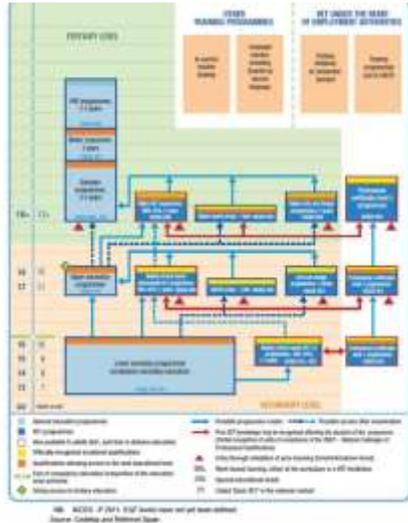
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Pre-school

Pre-school are often located the same complex as a primary school. The first stage is nursery school, which takes children from around three months up to three years old. The second stage is pre school which take children from three to six years old. Pre-school are often attached to state primary schools and are free. From the age of four they learn to read and write. The aim of early childhood education is to contribute to the physical, social and intellectual development of a child.



Primary education

The primary education begins at the age of six and lasts for six years. There are there 2 year cycles. During these two years the child is assessed every term and parents are issued with a report. At the end of this cycle a child may need to repeat a year if they not reached the education level needed to carry on to the next cycle. The second cycle is for children aged eight to ten years. The third cycle is for ten to twelve year olds and serve to prepare them for secondary education.

Children study Spanish languages and literature, mathematics, social science, arts a foreign languages and physical education. In the third cycle, the study, which is moral/social studies.

Secondary education

After primary education, students go onto compulsory secondary education, between the ages of 12 and 16 years old. The secondary school system in Spain has been seen major changes in the past decade. It has been moved away from the traditional rote-learning model and is now more akin to the British comprehensive system. Now more geared towards project work and continuous assessment that old-style fact learning. Spanish schools have a relaxed atmosphere with less discipline. The cycle divided into two: from 12 to 14 years and from 14 to 16. In both cycles, there are core compulsory subjects and optional subjects. The core curriculum is Spanish languages and literature, mathematics, geography, history, a foreign languages. At the end of the two years, the curriculum has similar core subjects and students have to choose some optional courses which include: natural and social sciences, music, technology, plastic and visual arts.

At 16 years old, students can choose to study for the upper secondary education, undertake intermediate vocational training, which will be geared toward a specific job, or leave education completely.

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Upper secondary education

The students can continue their education by studying for university entrance or entering vocational studies. At 16 years old, students who wish to continue their education can study for a further two years to earn the BAC certificate. All students a number of core subjects including Spanish, a foreign languages and history but they also have to specialize in one area: sciences and engineering, social sciences, natural and health sciences. Some nine subjects are studied with the yearly exam results of each subject aggregated to provide an overall mark up to 10.

HVET system in Spanish

The vocational courses provided by the institute are intended to provided practical training for a working skill such as plumbing, electrical work, hairdressing etc. The vocational courses last four years and result in qualifications universally recognized across Spain.

Higher Vocational Training may be offered in different types of institutions, namely , in secondary education schools, which also organize Compulsory Secondary Education (ESO) provision and Bachillerato (BAC) programmes, in national reference centres and in integrated vocational training centres. Advanced Vocational Training belong to the stage of post-compulsory non–university education and has a clear professional orientation. These programmes lead to a diploma of Higher Technical, included level 1 of the National Catalogue of Occupational Standards.

The courses are school-based work placement being organized as specific modules. The Spanish system included three levels:

- Initial level
- Medium level
- Higher level

All qualifications are assigned to the levels of the Spanish qualifications system, which consists of 5 levels and uses only the notion of competence as the basis of its classifications. It is quite obvious that the levels of the Spanish qualifications system do not correspond to those of the EQF. The Levels 1 and 8 do not exist in the Spanish system. The Spanish level 2 corresponds to EQF level3 and in part to EQF level 4. In several studies, the relations between the levels of the Spanish qualifications system and those of the EQF.

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Level correspondence between the Spanish qualifications system and the EQF		
Qualifications of the Spanish system	EQF level	SQS level
Medium-level technician	4	2
Higher-level technician	5	3
University degree: Bachelor	6	4
University degree: Master	7	4-5
University degree: doctorate	8	5

At the level of higher –level technicians, that is, at level 3 of the Spanish system and level 5 of the EQF, there are one occupational title for the automotive sector and the following two titles for the aerospace sector:

- Higher-level technician for maintenance in the area of avionics
- Higher-level technician for maintenance in the area of aircraft machinery

Good practices

Area of activity		
KNOWLEDGE	SKILLS	COMPETENCE

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<p>Business and Entrepreneurial Initiative</p>	<ul style="list-style-type: none"> - Recognize the skills related to entrepreneurial initiative, analysing the requirements derived from job positions and business activities. - Define the opportunity of creating a small enterprise, assessing the impact on the sphere of action and incorporating ethic values. - Carry out the activities for the setting-up and implementation of a company, choosing its legal structure and identifying the associated legal obligations. - Carry out basic administrative and financial management activities of an SME, identifying the main accounting and tax obligations and filling in documentation. 	
<p>Assembly Management of Wind Farms</p>	<ul style="list-style-type: none"> - Characterize wind energy installations, considering their elements and recognising their function. - Plan the assembly of wind energy installations, using projects and manuals. - Characterize assembly processes used for offshore wind farm projects, recognising the differences with onshore wind farms. - Prepare supply plans for the assembly of wind farms, using logistics management techniques and applying quality management methodologies. 	<p>Develop projects mounting wind turbines.</p> <p>Preventing occupational hazards and emergency action on wind farms.</p> <p>Install and maintain wind turbines.</p>

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	<ul style="list-style-type: none">- Set up small power wind installations, calculating and selecting elements and systems.- Carry out assembly operations for wind turbines at wind farms, using real or simulated situations.- Assess risks at offshore wind farms, recognising the own characteristics of the installation and the environment.- Use different safety and personal protective equipment used for assembly and maintenance tasks of wind farms, defining their use and determining their appropriateness for each installation or system.	
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