

NATIONAL SYSTEM FOR QUALIFICATIONS AND VET



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MINISTERIO
DE TRABAJO
Y ASUNTOS SOCIALES

CONSEJO GENERAL
DE FORMACIÓN
PROFESIONAL

FONDO
SOCIAL
EUROPEO



NATIONAL INSTITUTE OF QUALIFICATIONS - INCUAL

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National Institute of Qualifications

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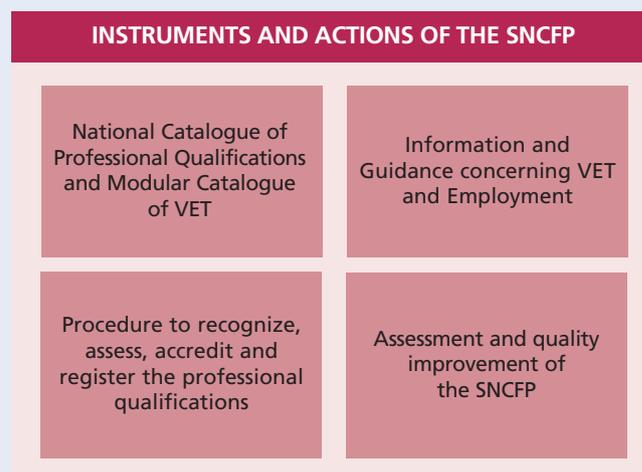
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National System of Qualifications and Vocational Education and Training

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.



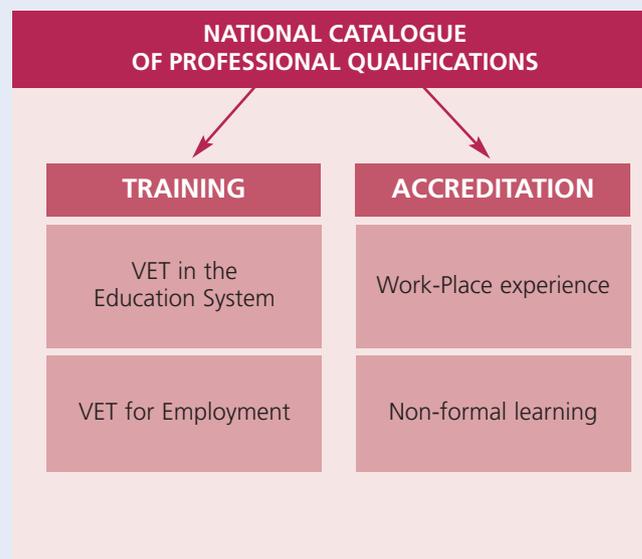
National Catalogue of Professional Qualifications

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.



The CNCP structure

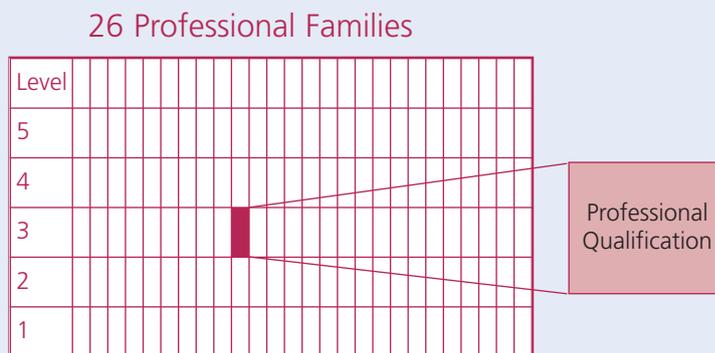
The CNCP consists of professional qualifications arranged in professional families and levels of qualification taking into account UE criteria.

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.

CNCP Structure:
Two axes

- 26 professional families
- 5 levels



Professional Families

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

Levels of Qualification

DEFINITION BY DESCRIPTORS

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.

The Professional Qualification

A professional qualification is a set of professional competences significant in employment which can be acquired through VET modules or any other kind of learning structure as well as through work experience.

A person is qualified when he/she achieves the expected outcomes during his/her professional performance, with reasonable resources and quality levels. The professional qualifications do not involve any regulation of professional practice.

A person's competence comprises the whole range of knowledge and capacities that enable to perform a professional activity according to productive system and employment demands.

The general competence of a professional qualification shortly describes essential tasks and functions of one professional worker.

The professional environment is described through both the field in which the tasks are developed, specifying the sort of organizations, areas and services as well as the productive sectors and the related occupations and positions.

Every professional qualification has an alpha-numeric code.

IDENTIFICATION OF ONE QUALIFICATION

OFFICIAL NAME

It is related to the main function and it is recognizable in that particular professional sector. It doesn't point out any professional category.

PROFESSIONAL FAMILY

In which the professional qualification is located.

LEVEL

There are 5 levels.

ALFANUMERIC CODE

Allows its systematic location in the CNCP.

Professional Qualification Structure



The Competence Unit

Every professional qualification consists of competence units (UC, in Spanish). The competence unit is the minimum set of professional competences which can be partially recognized and accredited.

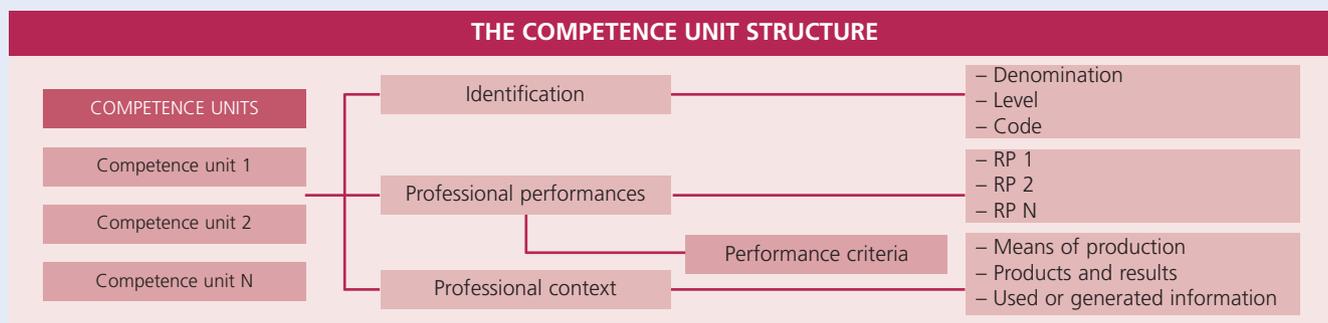
The competence unit is described through professional performances (RP) which set up the expected behaviour of one person in terms of outcomes or results of the activities performed.

Every professional performance is assessable through a set of performance criteria (CR) which express the acceptable level of one professional performance to fit the productive organisations'

targets. They are a reference guide for the assessment of the professional competence.

The competence is developed in a professional context. This context describes, in a guiding way, the means of production, products and results of work, used or generated information, and any other analogue element considered to be necessary to set a professional performance.

Every competence unit is linked to a learning module which describes the necessary learning to acquire that competence unit.



Modular Catalogue of Vocational Education and Training

The Modular Catalogue of VET consists of all the learning modules. Each module is associated with one of the competence units which form a professional qualification. The Modular Catalogue provides a common reference for the integration of the Vocational Education and Training offer in order to allow the capitalization of learning and the promotion of lifelong learning.

The Modular Catalogue of Vocational Education and Training promotes a quality VET offer, which is updated and appropriate for the different recipients, according to their expectations for professional promotion and personal development.

Besides, the Catalogue meets the productive sectors' demands for qualification. The catalogue aims to increase competitiveness by reinforcing the working population's qualifications.

All learning programs linked to the Modular Catalogue of VET, associated to the National Catalogue of Professional Qualifications, can be followed in Integrated VET Centres. They also can be followed in authorized Learning and Training Centres or in National Reference Centres as well.

NUMBER OF LEARNING MODULES March 2008	
Level 1	137
Level 2	603
Level 3	615
Total	1.355

The Learning Module

The learning module is a coherent education and training block related to each of the competence units which form a professional qualification.

Each learning module has a standardized structure which includes the identification and specifications of that particular learning process. These specifications must be included in any educative offer leading to an official diploma on VET or an certificate of professional standards based on the CNCP.

The training offers shall be able to regulate the length of the learning module according to the nature of the group receiving the education, the learning modality, the number of students and other objective criteria.

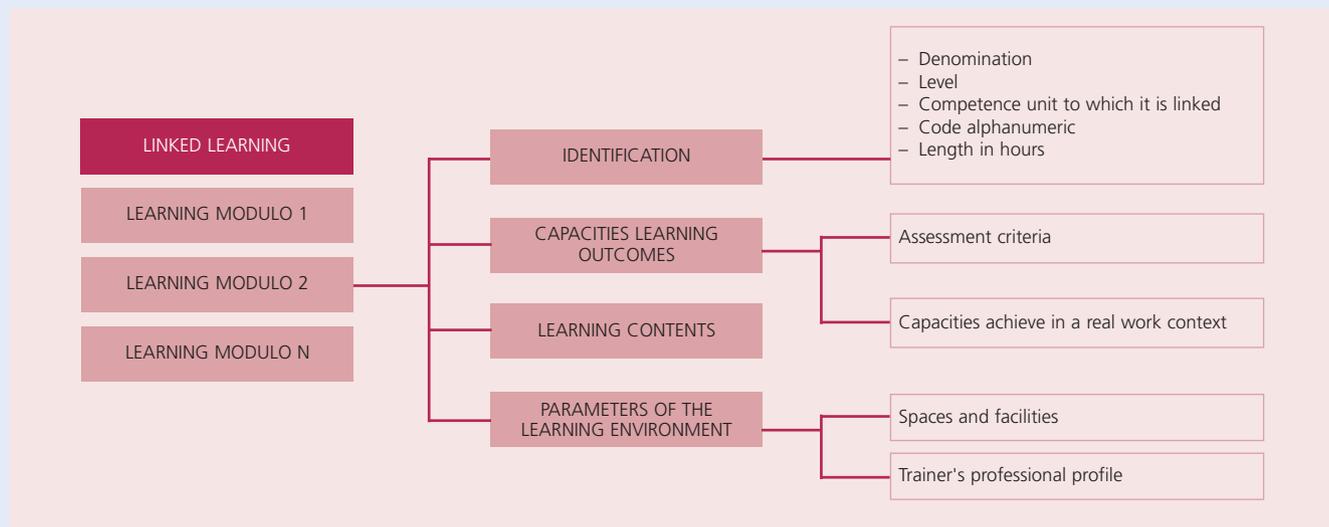
The learning specifications are expressed as capacities and their related assessment criteria, as well as the contents leading to

the achievement of those capacities. Besides, the capacities whose acquisition should be completed in a real working environment, shall be identified

The capacities are the expression of the learning outcomes. Every Capacity has a set of assessment criteria which delimit the scope and level of one capacity as well as the context in which that capacity is going to be assessed.

Moreover, some parameters of the learning context shall be included like space in workshops and facilities, profile of instructors and others of the same nature. These parameters shall be guiding for the basic regulation of training offers leading to an official diploma on VET or a certificates of professional standards.

Learning Module Structure



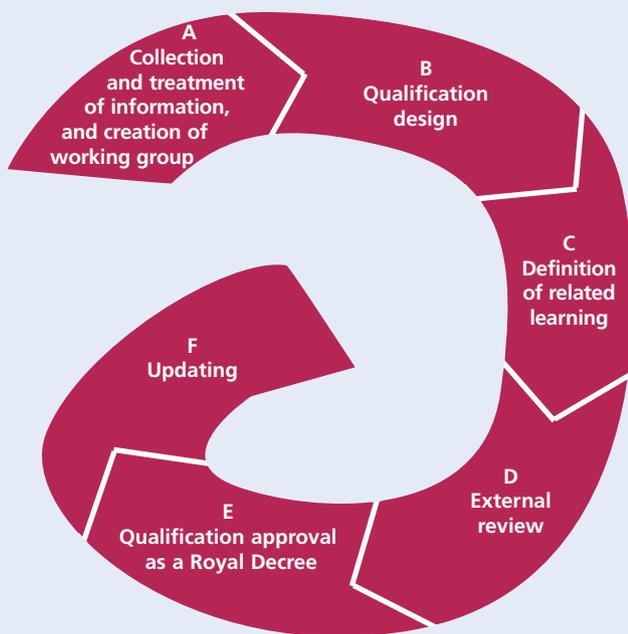
Methodology to develop the CNCP

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.

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 through 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 verified through 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.

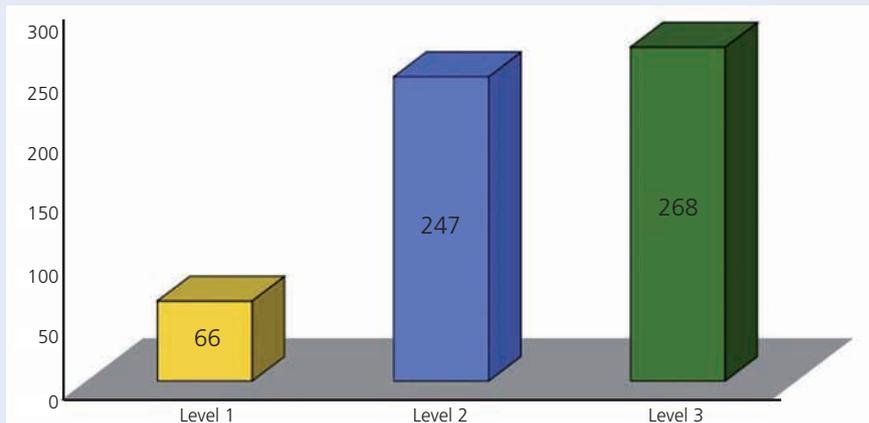
The qualification, as a final product, is officially approved as a Royal Decree from the Ministry of the Presidency, proposed jointly by the Ministry of Education and Science, and the Ministry of Work and Social Affairs.

F Updating

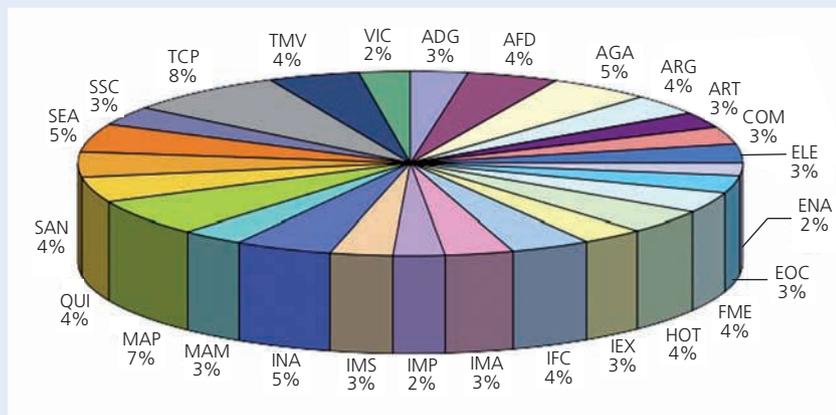
The CNCP and the Modular Catalogue of Vocational Education and Training will be updated through revisions no more than five years since the date the qualification is included in the CNCP.

Figures and rates of the CNCP

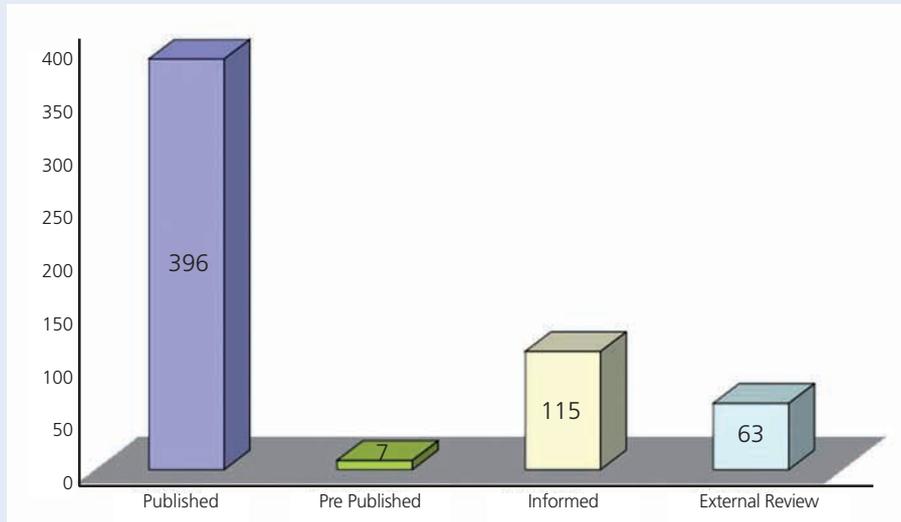
PROFESSIONAL QUALIFICATIONS RATE BY LEVEL



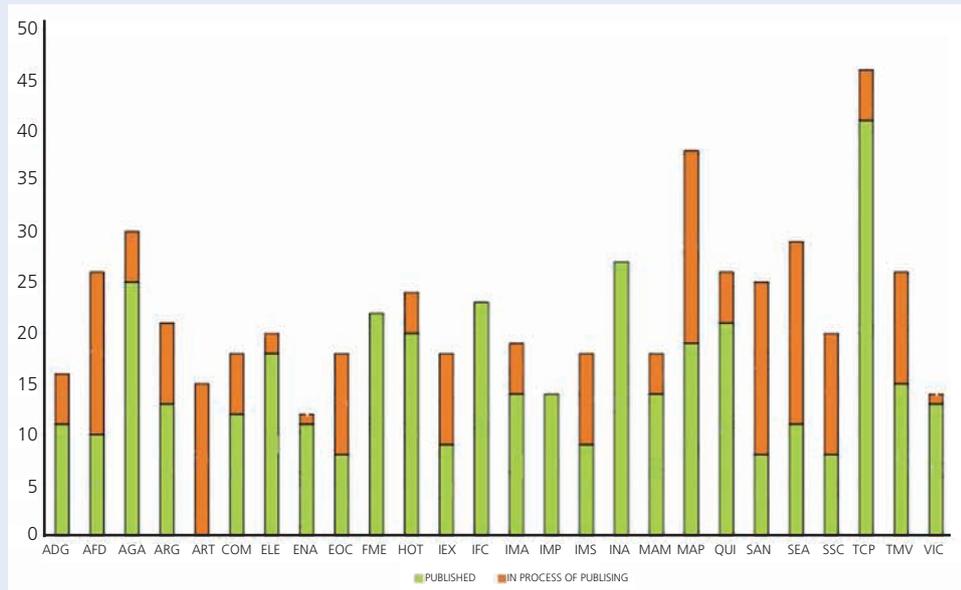
PROFESSIONAL QUALIFICATIONS RATE BY PROFESSIONAL FAMILIES



CNCP DEVELOPMENT



CNCP DEVELOPMENT BY PROFESSIONAL FAMILY



The CNCP and the Training Integrated System

The National Catalogue of Professional Qualifications is the basis upon which is developed the training offer aimed to obtain the VET Diplomas, Certificates of Professional Standards and the accumulative modular training offer linked to a unit of competence as well as other training offers adapted to people with special needs.

Vocational Education and Training is the set of training activities that prepare one for the qualified performance of the diverse occupations, access to employment and active participation in social, cultural and economic life, to enable the acquisition and

continuous updating of professional skills. It includes the sorts of teachings given in initial Vocational Education and Training; integration and reintegration schemes for workers and schemes oriented towards continuous training in undertakings.

The Education and Labour Administrations shall establish by mutual agreement and previous consent of the General Council of Vocational Education and Training, the basic quality indicators and requirements for the education and training offer based on the CNCP to guarantee the essential elements of a Training Integrated System.

Diplomas of VET and Certificates of Professional Standards

VET Diplomas and Certificates of Professional Standards are official in nature and valid throughout Spanish territory, they are issued by the competent Administrations and they shall have the effects that are their due in accordance with rules on recognition of qualifications in the European Union.

The said Diplomas and Certificates accredit that the persons who have earned them hold the corresponding professional qualifications, and where appropriate the said Diplomas and Certificates have the proper academic effects under applicable legislation.

The General State Administration after consultation to the General Council on Vocational Education and Training, shall determine what Diplomas of VET and Certificates of Professional Standards shall constitute the vocational and education training offers referring to the National Catalogue of Professional Qualifications.

CNCP and the Education System

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.

Professional Education in Art and Design

Professional education in art and design is in the framework of arts education. They comprises the whole of training activities that enable qualified performance of professions related to the field of design, plastic arts and artistic jobs.

The professional profile of this education includes title competences, the professional competences and, if so, the professional qualifications of the National Catalogue of Professional Qualifications which are included in the title.

They are organized at the similar way as Vocational Education and Training.

- Students who pass the intermediate level of Art and Design will be awarded the Technical diploma in Art and Design.
- Students who have passed higher level of Art and Design will obtain the Higher Technical diploma in Art and Design.

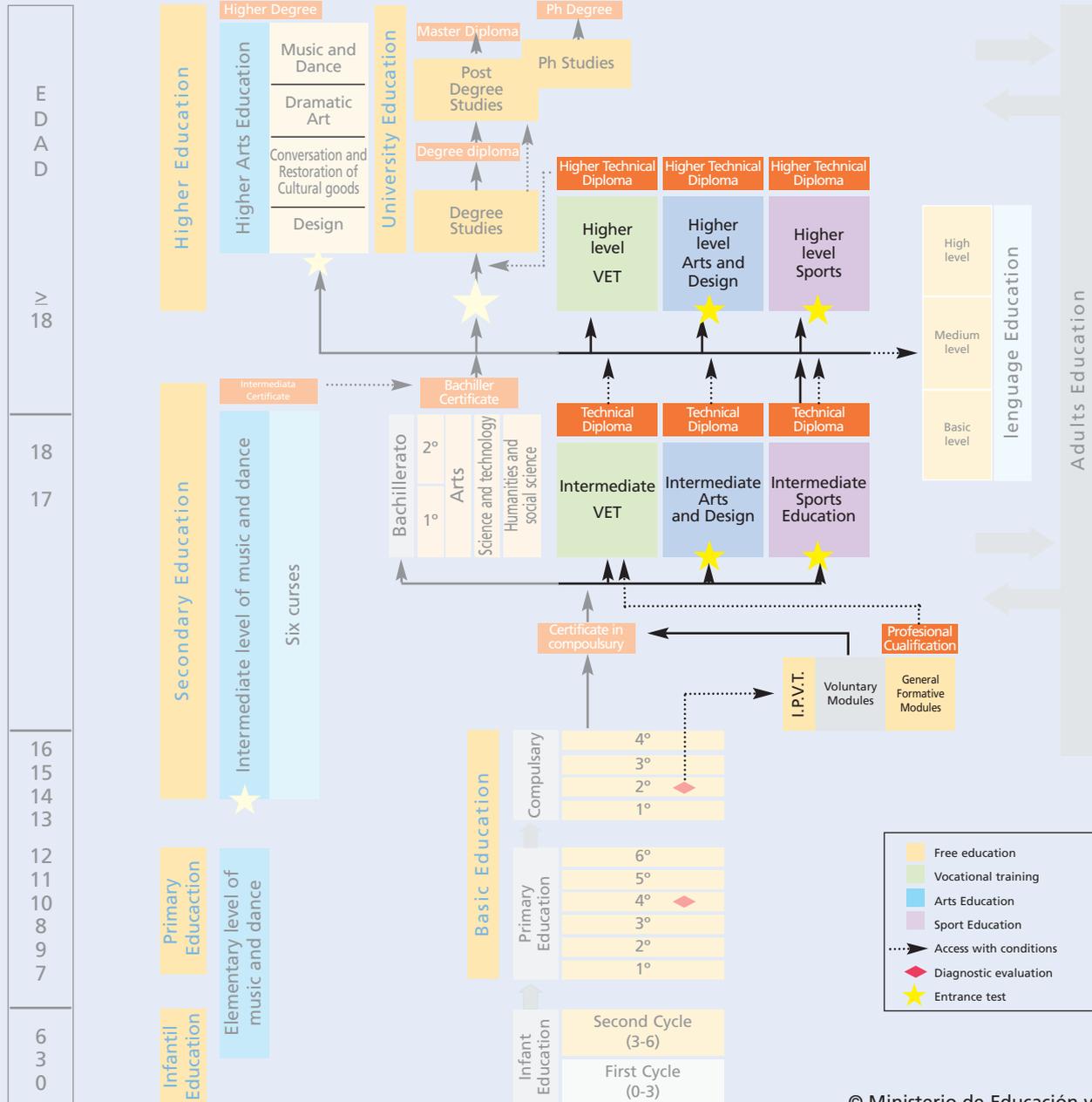
Sports Education

Sports Education is aimed to prepare students to the professional activity in one modality or speciality of the sports system and to adapt the trainees to the sports labour world and active citizenship.

They shall be related to the National Professional Qualifications Catalogue, its curriculum conforms to the requirements of SNCFP.

- Students who pass the intermediate level of Sports Education will be awarded the Technical diploma in Sports in the corresponding category or speciality.
- Students who pass the higher level of Sports Education will be awarded the Higher Technical diploma in Sports in the corresponding category or speciality.

SPANISH EDUCATION SYSTEM



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Vocational Education and Training for employment 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 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:

- **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.

The CNCP and the recognition, assessment, accreditation and recording of professional qualifications

Recognition, assessment, accreditation and recording of professional qualifications procedure is one of the National System of Qualifications and VET instruments. Professional qualification assessing and official accrediting whatever the way of achieving the professional qualification is one of the aims of the SNCFP.

Assessment and accreditation of professional competences acquired through on the job experience or non-formal training channels shall use the National Catalogue of Professional Qualifications as their referent and shall at all events be implemented under criteria guaranteeing the evaluation's reliability, objectivity and rigorous technical standards.

Professional competences thus assessment that fail to complete the professional qualifications listed in a VET Diploma or Certificate of Professional Standards may be recognised through saved up partial accreditation with the finality, where applicable, of completing the training towards the proper Diploma or Certificate.

The Government, after consultation with the General Council on Vocational Education and Training, shall set the requirements and procedures for competences evaluation and accreditation and the effects thereof.

ORGANIC ACT 5/2002, of 19 June, on Qualifications and Vocational Education and Training

(BOE No. 147 of 20 June 2002)

JUAN CARLOS I
KING OF SPAIN

To all to whom these presents shall come or may concern.

Know Ye: That the Cortes Generales have approved and We sanction the following Organic Act.

STATED PURPOSE

The right to education, which article 27 of the Constitution recognises as a right belonging to all for the successful full development of human personality in respect for the democratic principles of peaceful coexistence and the fundamental rights and freedoms, has in vocational education and training a facet of growing individual and social meaning. Along this same line, and within the guiding principles of social and economic policy, article 40 of the Constitution demands that the authorities encourage vocational education and training and occupational readaptation, both of which are vitally important tools for realising the right to work, the free choice of a profession or trade and promotion through work. Indeed, the professional qualification provided by vocational education and training serves both the purposes of raising the personal standard of living and quality of life and those of creating social and economic cohesion and fostering employment.

In the current panorama of market globalisation and continuous advancement in the information society, the coordinated employment strategies that the European Union postulates are oriented with special emphasis towards yielding a labour force that is qualified and prepared for mobility and free circulation, the importance of which is expressly underlined in the Treaty on European Union.

Within this context, institutions need ongoing renovation, and therefore so does the legislative framework concerning vocational education and training, such as to guarantee at all times that professional qualifications and the needs of the labour market are desirably matched. This is the line already set by Act 51/1980 of 8 October, the Basic Employment Act, which features the employment policy objective of achieving the utmost transparency in the labour market through vocational guidance and vocational

education and training; Act 8/1980 of 10 March on the Workers' Statute (in the same sense as the current Revised Workers' Statute), which considers vocational education and training a workers' right; Organic Act 1/1990 of 3 October on the General Organisation of the Educational System, which proposes to suit training to the new demands of the productive system; and the New National Vocational Education and Training Programme drawn up by the General Council on Vocational Education and Training and approved by the Government for 1998-2002, which defines the basic guidelines that are to lead to an integrated system spanning the different vocational education and training offers: formal, occupational and continuous. Continuous Training Agreements and the Annual Action Plans for Employment cling to this same line.

The Act herein decidedly partakes of this trend towards modernisation and improvement, which parallels similarly tended policies undertaken in other countries of the European Union. The finality of this Act is to create a National System for Qualifications and Vocational Education and Training System that, within the sphere of the exclusive power attributed to the State by article 149.1, subparagraphs 1 and 30, with the cooperation of the Autonomous Communities, is to vest the planning, organisation and administration of this reality with unity, consistency and efficacy, for the purpose of facilitating the integration of the different forms of certification and accreditation of professional competences and professional qualifications.

The System, inspired by the principles of equal access to vocational education and training and participation with the authorities by the social partners, must foster lifelong training by integrating the different training offers and instrumenting the recognition and accreditation of professional qualifications at the national level, as a mechanism for favouring the homogenisation at the European level of degrees of training and professional accreditation in preparation for the free movement of workers and professionals within the sphere of the market that is the European Community. To such effects, the Act envisages a National Catalogue of Professional Qualifications as the institutional backbone of the System, whose function is supported by the procedure for accrediting the said professional qualifications. This system shall not abolish the system currently in place and shall by no means imply any regulation of the exercise of qualified professions in the terms established in article 36 of the Spanish Constitution.

In organisational terms, the National System for Qualifications and Vocational Education and Training System takes as its starting point the spheres of power pertaining to the General State Administration and Autonomous Communities, and likewise the area for the participation of the social partners, whose representative nature and necessary cooperation are reflected in the makeup of the General Council on Vocational Education and Training. The National Qualifications Institute is instrumented to serve the General Council on Vocational Education and Training in the capacity of technical agency.

If the National System for Qualifications and Vocational Education and Training System constitutes the central core around which the reform herein undertaken revolves, the regulation herein established stems, as a basic notion, from the technical concept of Professional qualification, understood as the set of competences with meaning for employment and acquired through a formal or even a non-formal training process that are the object of the proper evaluation and accreditation procedures. Public vocational education and training offers shall be made, depending upon the needs of the labour market and the qualifications it requires, and in their planning special attention must be paid to the teaching of information and communications technologies, languages of the European Union and professional risks prevention.

This Act furthermore establishes that vocational education and training diplomas and certificates of professional standards shall constitute the vocational education and training offers referring to the Catalogue of Professional Qualifications, that they shall be official and valid throughout Spain and that they shall be issued by the competent Administrations. Coordination of the aforesaid vocational education and training offers must be guaranteed by the public Administrations with the clear finality of providing a response to qualification needs, optimising the use of public resources.

Effective access to vocational education and training, which must be guaranteed for the different collectives (youth, employed workers and unemployed workers), means that the Act relies upon existing centres and sketches out the basic guidelines for the new Integrated Vocational Education and Training Centres and, in those Centres, the criteria for the appointment of their administrative officers.

It is furthermore herein established that schemes shall be implemented for innovation and experimentation in vocational education and training through centres specialised by production sectors, which schemes shall be scheduled and executed through cooperation agreements between the State Administration and

Autonomous Communities, adhering at all events to the sphere of their respective powers.

Moreover ongoing learning is an essential element in the knowledge society, and, in order to favour universal continuous access to ongoing learning, the Act establishes that the public Administrations shall adapt their training offers, especially those aimed at groups for whom it is difficult to find employment, such as to prevent the exclusion of such groups from society and to motivate future learning by recognising competences gained through these specific offers.

Within the framework of the National System for Qualifications and Vocational Education and Training System, there are two fundamental aspects, vocational information and guidance, plus ongoing evaluation of the System to guarantee its quality. Within guidance, stress is laid upon the need to provide advice about employment opportunities and training offers to facilitate vocational integration and reintegration. The evaluation of the System's quality must successfully keep the System tuned to the needs of the labour market.

Lastly, the intention behind this Act, which does not repeal the current legal framework for Vocational Education and Training established by Organic Act 1/1990 of 3 October on the General Organisation of the Educational System, is to achieve a better use of the experience and knowledge of all professionals in the teaching of the different modes of vocational education and training, and for that finality functionaries of the Corps of Secondary School Teachers and the Corps of Technical Teachers of Vocational Education and Training are empowered to perform functions in the different Vocational Education and Training offers herein regulated.

PRELIMINARY TITLE

Article 1. Finality of the Act.

1. This Act has as its object to organise an overall system of vocational education and training, qualifications and accreditation that can respond with efficacy and transparency to social and economic demands through diverse training modes.
2. The publicly funded training offer shall favour lifelong training and shall accommodate the different personal and professional expectations and situations involved.
3. Training schemes scheduled and implemented within the framework of the National System for Qualifications and

Vocational Education and Training System shall be oriented towards the said finality, in coordination with active policies for employment and for the fostering of the free circulation of workers.

Article 2. Principles of the National System for Qualifications and Vocational Education and Training System.

1. In the meaning of this Act, the National System for Qualifications and Vocational Education and Training System shall be understood to be the set of instruments and schemes needed to promote and implement the integration of vocational education and training offers made through the National Catalogue of Professional Qualifications and to evaluate and accredit the proper professional competences such as to favour personal vocational and social development and to cover the needs of the productive system.
2. It is the task of the National System for Qualifications and Vocational Education and Training System to promote and implement the integration of vocational education and training offers made through a National Catalogue of Professional Qualifications and to evaluate and accredit the proper professional competences.
3. The National System for Qualifications and Vocational Education and Training System is governed by the following basic principles:
 - a) Vocational education and training shall be oriented towards personal development and the exercise of the right to work, likewise the free choice of a profession or trade and the satisfaction of the needs of the productive system and lifelong employment.
 - b) Equal access to the different modes of vocational education and training for all citizens.
 - c) Participation and cooperation with the authorities by the social partners in vocational education and training and occupational qualification policies.
 - d) Adjustment of training and qualifications to European Union criteria, according to the objectives of the single market and the free circulation of workers.
 - e) Participation and cooperation by the different public administrations according to their respective powers.
 - f) Promotion of economic development and adjustment to the different territorial needs of the productive system.

Article 3. Purposes of the National System for Qualifications and Vocational Education and Training System.

The National System for Qualifications and Vocational Education and Training System has the following purposes:

1. To enable persons to exercise professional activities such as to satisfy both individual needs and the needs of productive systems and labour.
2. To promote an updated quality training offer fit for the different recipients, in accordance with the qualification needs of the labour market and personal expectations of promotion.
3. To provide the persons concerned with proper information and guidance in matters of vocational education and training and Professional qualification.
4. To incorporate in the training offer those training schemes that provide competences for the performance of entrepreneurial activities and self-employment and for the fostering of entrepreneurial initiatives and the entrepreneurial spirit, which shall cover all systems for creating and organising undertakings, be they individual or collective undertakings, especially undertakings pertaining to the social economy.
5. Officially to evaluate and to accredit professional qualification regardless of how it shall have been acquired.
6. To favour public and private investment in worker qualification and the optimisation of resources for vocational education and training.

Article 4. Instruments and schemes of the National System for Qualifications and Vocational Education and Training System.

1. The National System for Qualifications and Vocational Education and Training System is made up of the following instruments and schemes:
 - a) The National Catalogue of Professional Qualifications, which shall organise the Professional Qualifications identified in the productive system according to the suitable competences for an occupational performance and they are susceptible of being recognized and accredited.

The Catalogue, which shall include the vocational education and training contents associated with each qualification, shall be modular in structure.
 - b) A procedure for the recognition, assessment, accreditation and recording of Professional Qualifications.

- c) Information and guidance concerning in vocational education and training and employment.
 - d) Assessment and quality improvement of the National System for Qualifications and Vocational Education and Training System, so as to provide the proper information on how the System works and accommodates to individual training needs and the training needs of the productive system.
2. Coordinated management by the different public Administrations with powers in the matter shall be promoted through the aforesaid instruments and schemes.

Article 5. Regulation and coordination of the National System for Qualifications and Vocational Education and Training System.

1. It is the task of the General State Administration to regulate and to coordinate the National System for Qualifications and Vocational Education and Training System, without prejudice to the powers held by Autonomous Communities and participation by the social partners.
2. The General Council on Vocational Education and Training, created by Act 1/1986 of 7 January, amended by Act 19/1997 of 9 June and Act 14/2000 of 29 December, is the consultative body for institutional participation by the public Administrations and social partners and shall advise the Government in vocational education and training matters, without prejudice to the powers attributed to the State Board of Education under articles 30 and 32 of Organic Act 8/1985 of 3 July regulating the Right to Education.
3. The National Qualifications Institute, created by Royal Decree 375/1999 of 5 March, is the technical agency supporting the General Council on Vocational Education and Training and is responsible for defining, preparing and maintaining up to date the National Catalogue of Professional Qualifications and the proper Catalogue of Vocational Education and Training by Modules.

Article 6. Cooperation by undertakings, social partners and other entities.

1. For the implementation of the National System for Qualifications and Vocational Education and Training System, the necessary cooperation by undertakings with public Administrations, universities, chambers of commerce and training entities shall be promoted. Undertakings may participate individually or in groups through the organisations that represent them.

2. Participation by undertakings and other entities in the National Qualifications and Vocational Education and Training System shall be implemented, *inter alia*, in the fields of the teaching training staff, student training at the workplace and the performance of other professional internships, likewise in vocational guidance and participation by qualified professionals from the productive system in the training system. The said cooperation shall be instrumented through the proper treaties and agreements.
3. In order to identify and update professional qualification needs, and likewise to define such needs and the required training, procedures shall be established for cooperation and consultation with the different productive sectors and with social agents.
4. Training shall favour the performance of professional internships by students in undertakings and other entities. The said internships shall not be performed as part of an employer/employee relationship.

TITLE I

On Professional Qualifications

Article 7. National Catalogue of Professional Qualifications.

1. The National Catalogue of Professional Qualifications is created to facilitate the integration and the match between vocational education and training and the labour market, likewise lifelong learning, worker mobility and the singleness of the labour market. The Catalogue, applicable throughout Spanish territory, shall comprise all professional qualifications identified in the productive system and the training associated with such qualifications, this training shall be organised in Training Modules put together in a Modular Catalogue of Vocational Education and Training.
2. The Government, after consultation with the General Council on Vocational Education and Training, in accordance with the terms of article 5.2 hereof, shall determine the structure and contents of the National Catalogue of Professional Qualifications and shall approve the Professional Qualifications to be included therein, organised by levels of qualification, bearing in mind at all events the criteria of the European Union. Furthermore it shall be guaranteed that the Catalogue shall be updated continuously after consultation with the General Council on Vocational Education and Training, such as to respond at all times to the requirements of the productive system.

3. In the meaning of this Act, the following definitions shall be understood:
 - a) **Professional qualification:** The set of professional competences significant in employment which can be acquired through training modules or any kind of learning as well as through job experience.
 - b) **Professional competences:** The set of knowledge and skills that allows the performance of the occupation according to the demands of production and employment.

Article 8. Recognition, assessment, accreditation and recording of Professional Qualifications.

1. Vocational Education and Training Diplomas and Certificates of Professional Standards are official in nature and valid throughout Spanish territory, they are issued by the competent Administrations and they shall have the effects that are their due in accordance with European Union rules on the general system for the recognition of Vocational Education and Training in the Member States of the European Union and other signatory States of the European Economic Space Agreement. The said Diplomas and Certificates accredit that the persons who have earned them hold the corresponding Professional Qualifications, and where appropriate the said Diplomas and Certificates have the proper academic effects under applicable legislation.
2. Assessment and accreditation of professional competences acquired through on-the-job experience or non-formal training channels shall use the National Catalogue of Professional Qualifications as their referent and shall at all events be implemented under criteria guaranteeing the assessment's reliability, objectivity and rigorous technical standards.
3. Professional competences thus assessed that fail to complete the qualifications listed in a Vocational Education and Training Diploma or Certificate of Professional Standards may be recognised through accumulable partial accreditation with the finality, where applicable, of completing the training towards the proper Diploma or Certificate.
4. The Government, after consultation with the General Council on Vocational Education and Training, shall set the requirements and procedures for competences evaluation and accreditation and the effects thereof.

TITLE II

On vocational education and training

Article 9. Vocational Education and Training.

Vocational Education and Training is the set of training activities that prepare one for the qualified performance of the diverse

occupations, access to employment and active participation in social, cultural and economic life. It includes the sorts of teachings given in initial vocational education and training, vocational integration and reintegration schemes for workers, and schemes oriented towards continuous training in undertakings, to enable the acquisition and continuous updating of professional competences.

Article 10. Vocational Education and Training offers.

1. The General State Administration, in accordance with the terms of article 149.1, subparagraphs 30 and 7 of the Constitution and after consultation with the General Council on Vocational Education and Training, shall determine what Diplomas and Certificates of Professional Standards shall constitute the vocational education and training offers referring to the National Catalogue of Professional Qualifications.
2. The education Administrations, within the sphere of their powers, may expand the contents of the corresponding Vocational Education and Training Diplomas.
3. Public vocational education and training offers shall favour the use of information and communications technologies to extend the training offer to the utmost and to facilitate access to the training offer for all interested citizens.
4. Training offers referring to the National Catalogue of Professional Qualifications shall be implemented considering the measures established in the National Action Plan for Employment.
5. Public Administrations shall guarantee that vocational education and training offers are coordinated to respond to qualification needs and to optimise the use of public resources.
6. Institutions and entities implementing publicly funded training offers shall be obliged to provide the competent Administrations with all information required for the tracking and evaluation of the activities performed and the preparation of statistics on those activities. Furthermore the specific procedures, methods and obligations stemming from budgetary legislation, European rules and financing and the implementation of national and European plans or programmes shall also be applicable.
7. Accreditation as provided for in article 8 hereof shall be taken into account in access to the different training offers.

Article 11. Vocational Education and Training Centres.

1. The Government, after consultation with the General Council on Vocational Education and Training, shall set the basic requisites that must be met by Centres providing vocational

education and training offers for aspirants to Vocational Education and Training Diplomas and Certificates of Professional Standards. The Administrations, within the sphere of their powers, may set specific requisites for the said centres to meet.

2. It shall be the task of the Administrations, within their respective spheres of powers, to create, authorise, standardise and manage the Centres to which paragraph 1 above refers.
3. The proper mechanisms shall be established so that publicly financed training may be offered by centres or directly by undertakings through arrangements, agreements, subsidies or other procedures.
4. Those centres that provide all the training offers to which article 10.1 hereof refers shall be considered Integrated Vocational Education and Training Centres.

The Administrations, within the sphere of their powers, may create and authorise the said Vocational Education and Training Centres with such conditions and requisites as are set.

5. The direction of Integrated Vocational Education and Training Centres owned by education Administrations shall be appointed by the competent Administration from among public teaching functionaries through the free appointment procedure pursuant to the principles of merit, ability and publicity, after consultation with the associative bodies present at the Centre.
6. The National Government and the Government Councils of the Autonomous Communities, within the sphere of their respective powers, by regulation shall adapt the makeup and functions of Integrated Vocational Education and Training Centres to suit specific characteristics.
7. Innovation and experimentation in vocational education and training matters shall be implemented through a network of national reference centres implemented in all Autonomous Communities, which centres shall specialize in the different production sectors. To those effects, the said Centres may include training schemes intended for students, employed and unemployed workers, and likewise entrepreneurs and trainers.

The scheduling and execution of the corresponding innovative, experimental or training activities shall be carried out, within the framework of the terms of this Act, through cooperation agreements between the State Administration and the Autonomous Communities, adhering at all events to the sphere of their respective powers.

Article 12. Training offer for groups with special difficulties of integration in the labour market.

1. With the finality of facilitating the social integration and inclusion of disadvantaged individuals or groups in the labour market, the public Administrations, especially the Local Administration, within the sphere of their respective powers, shall adapt training offers to fit the specific needs of youth who have failed to achieve in school, the disabled, ethnic minorities, the long-term unemployed and in general persons at a risk of being excluded from society.
2. The aforesaid offers must favour the acquisition of capacities in a lifelong learning process, and, in addition to including Modules associated with the National Catalogue of Professional Qualifications, with the effects provided for in article 8 hereof, they may incorporate the appropriate modules for adapting to the specific needs of the beneficiary collective.

Article 13. Training offers not linked to the Modular Catalogue of Vocational Education and Training.

1. With the finality of satisfying and adjusting as closely as possible to specific training and qualification needs, the publicly funded training offer shall be of the utmost breadth, and to that effect it shall include schemes not associated with the National Catalogue of Professional Qualifications.
2. Professional competences offered and acquired through the training schemes indicated in paragraph 1 above may be accredited when they are incorporated in the Catalogue of Qualifications, in accordance with the terms of article 8 hereof.

TITLE III

Vocational information and guidance

Article 14. Finality.

Within the framework of the National System for Qualifications and Vocational Education and Training System, vocational information and guidance shall have the finality of:

1. Informing about employment opportunities, possibilities of acquiring, evaluating and accrediting professional competences and qualifications and lifelong progress therein.
2. Informing and advising about the diverse training offers and the possible training itineraries for facilitating professional integration and reintegration, and likewise professional mobility in the labour market.

Article 15. Organisation of Vocational information and guidance.

1. Services of the education and labour Administrations, the local Administration and the social partners, *inter alia*, may participate in vocational information and guidance. It is the task of the General State Administration to develop formulae for cooperation and coordination among all the stakeholders involved.
2. It is the task of the vocational information and guidance services of the public Administrations to provide information to the educational system's student body, families, unemployed and employed workers and society in general.

Furthermore it is the task of the public Administrations to make available to management and labour information about the System that could serve as an orientational referent in collective bargaining, without prejudice to the autonomy of the parties thereto.

TITLE IV

Quality and evaluation of the National System of Qualifications and Vocational Education and Training

Article 16. Finality.

Evaluation of the National System of Qualifications and Vocational Education and Training shall have the basic finality of guaranteeing the efficacy of the schemes therein included and their ongoing accommodation to the needs of the labour market.

Article 17. Establishment and coordination.

1. It shall be the task of the Government to establish and to coordinate evaluation processes for the National System of Qualifications and Vocational Education and Training, after consultation with the General Council on Vocational Education and Training, without prejudice to the powers attributed to the Autonomous Communities.
2. The public Administrations shall guarantee the quality of training offers within their respective spheres and shall cooperate in the definition and implementation of evaluation processes for the National System of Qualifications and Vocational Education and Training in accordance with the terms of regulations and must provide the data required for the proper national evaluation.

Additional Provision One. Authorisation of vocational education and training teaching staff.

1. Functionaries belonging to the Corps of Secondary School Teachers and the Corps of Technical Teachers of Vocational Education and Training, without prejudice of continuing to perform their functions in specific vocational education and training, in accordance with the terms of additional provision ten, number 1, of Organic Act 1/1990 of 3 October on the General Organisation of the Educational System, and in accordance with the terms of the basic rules determining the assignment of teaching power to the teachers belonging to the said Corps, may perform functions in the other spheres of vocational education and training regulated in this Act, in accordance with their academic and professional profile and with what the competent Administrations determine to this effect.
2. To the effects provided for in article 3 of Act 53/1984 of 26 December on Incompatibilities of Public Administration Staff Members, the teaching of training in the different spheres thereof shall be considered a matter of public interest.

Additional Provision Two. Authorisation of qualified professionals.

In accordance with the needs stemming from the planning of the training offer, the vocational education and training regulated in this Act may be provided by qualified professionals when no teaching staff are available whose profile fits the training associated with the Professional Qualifications, under the conditions and in the system determined by the proper competent Administrations.

Additional Provision Three. Priority areas in training offers.

Areas concerning information and communications technology, languages of the countries of the European Union, teamwork and occupational risk prevention and areas included within the guidelines set by the European Union are priority areas to be incorporated in the training offers financed with public resources.

Additional Provision Four. Equivalences.

The Government, after consultation with the General Council on Vocational Education and Training, shall determine any equivalences, credits, correspondences and the effects thereof between established Vocational Education and Training Diplomas and Certificates of Professional Standards and those created pursuant to the terms of this Act.

Final Provision One. Competence.

1. This Act is enacted under subparagraphs 1, 7 and 30 of article 149.1 of the Constitution.
2. Under the terms of article 149.1, subparagraphs 1 and 30 of the Constitution, with regard to the regulation of Vocational Education and Training within the sphere of the Educational System, the implementation of the following precepts is the exclusive power of the State:
Article 1, paragraph 1; articles 2 to 5; article 6, paragraphs 3 and 4; articles 7 to 9; article 10, paragraph 1; and article 11, paragraph 6.
Additional Provision Three.
Moreover, under the terms of article 149.1, subparagraphs 1 and 30 of the Constitution and with regard to the regulation of Vocational Education and Training within the sphere of the Educational System, the following are basic rules of this Act: Article 1, paragraphs 2 and 3; article 6, paragraphs 1 and 2; article 10, paragraphs 2 to 7; article 11, paragraphs 1 to 5; and articles 12 to 17.
Additional Provisions One and Two.
3. Under the terms of article 149.1.7, the implementation of this Act is the exclusive power of the State in all matters not referring to the regulation of Vocational Education and Training within the sphere of the Educational System, without prejudice to execution by agencies of the Autonomous Communities.
4. Under the terms of article 149.1, subparagraphs 1, 7 and 30 of the Constitution, the implementation of Additional Provision Four is the exclusive power of the State.

Additional Provision Two. The nature of this Act as an Organic Act.

This Act is an Organic Act by nature, with the exception of the following rules: article 1, paragraphs 2 and 3; article 2, paragraph 1 and letters c) and d) of paragraph 3; article 4, paragraph 2; articles 5, 6, 9, 13, 14, 15, 16 and 17; Additional Provisions One, Two, Three and Four; and Final Provisions One, Three and Four.

Final Provision Three. Authorisation for implementation in rules.

The Government is hereby authorised to issue the rules necessary for the implementation of this Act within the sphere of its powers, after consultation with the General Council on Vocational Education and Training.

Final Provision Four. Entry in force

This Act shall go into force the day following its publication in the *Boletín Oficial del Estado*.

Therefore,

We order all persons and authorities of Spain to respect and to enforce this Organic Act.

Madrid, **19 June 2002.**

JUAN CARLOS R.

President of the Government of Spain,
JOSÉ MARÍA AZNAR LÓPEZ

GLOSSARY

Certificate of Professional Standards

A Certificate of Professional Standards is the official accreditation instrument for the professional qualifications of the National Catalogue of Professionals Qualifications in the Labour Administration. The certificate accredits the capacity for the development of a working activity with significance in employment and ensures the training in the framework of VET for employment. One Certificate of Professional Standards shapes a professional profile as a set of professional competences identified in the productive system, recognized and valued in the labour world.

Competence unit

The competence unit is the minimum set of professional qualifications which can be partially recognized and accredited as laid down by Article 8.3 of the Organic Act 5/2002 of 19 June 2002 on Qualifications and Vocational Education and Training.

General competence

Brief description of one worker's essential tasks and functions.

Learning module

The learning Module is a coherent education and training block related to each of the competence units which form a professional qualification. It is the minimum accreditable vocational education and training unit to establish learning programs leading to an official diploma on vocational education and training (VET) or an Occupational Aptitude Certificate.

Learning specifications

They are defined as capabilities with their corresponding assessment criteria as well as the contents leading to the acquisition of those capabilities. The capabilities whose acquisition must be completed in a real working environment, will be identified. The capabilities will convey the basic requirements of the learning context in order to achieve a quality learning.

Modular Catalogue of Vocational Education and Training

It is a set of learning modules related to the different competence units which form a professional qualification. The Modular Catalogue provides a common reference for the integration of the existing programs on vocational education and training in order to allow the capitalization of learning and the promotion of lifelong learning.

National Catalogue of Professional Qualifications

It is an instrument of the Spanish National System for Qualifications and Vocational Training (SNCFP) which arranges the professional qualifications (likely to be recognized and accredited) identified in the productive system according to competences appropriate for an occupational performance.

National System for Qualifications and Vocational Education and Training

It is a set of instruments and actions which are necessary to promote and develop the integration of vocational education and training,

through the National Catalogue of Professional Qualifications, as well as to assess and accredit the related professional competences in order to encourage the professional and social development of people and to meet the demands of the productive system.

Performance criteria (CR in Spanish)

They express the acceptable level of one professional performance to meet the productive organizations' targets and they are a reference guide for the assessment of professional competences.

Professional competence

It is a combination of knowledge and capabilities which allow the performance of an occupation according to the demands of production and employment.

Professional context

It is a guiding description of means of production, products and results of work, used or generated information, and any other analogue element considered to be necessary to set a professional performance.

Professional environment

It is a guiding description of the professional field, the productive sectors and related occupations or positions.

Professional family

The National Catalogue of Professional Qualifications is made up of professional families. A professional family is a set of professional qualifications arranged under the same family because of their affinity.

Professional performance (RP in Spanish)

It is an element of the competence which establishes the expected behaviour of one person, that's to say, the expected consequences or results of the activities performed by that person.

Professional qualification

It is a set of professional competences significant for employment which can be acquired through vocational education and training (VET) modules or any other kind of learning structure as well as through work experience.

Professional qualification levels

The levels are based on the professional competence required for each productive activity taking into account different criteria like knowledge, initiative, autonomy, responsibility and complexity. The levels rank from 1 to 5, level 1 being the most basic and level 5 the one requiring the biggest degree of qualification in one person.

Vocational Education and Training (VET) Diploma

The Diploma is an instrument to accredit the qualifications and competences acquired by formal channels and to assure a training level that includes professional, personal and social competences.

Students who pass the intermediate level of VET will be awarded the Technical Diploma, and the ones who have passed higher level of VET will obtain the Higher Technical Diploma.

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