

## ECVET for Creative Industries in Spain: Intellectual Output 2

### Table of Contents:

1.1	VOCATIONAL EDUCATIONAL TRAINING (VET) IN SPAIN
1.2	KEY AGENCIES AND ORGANISATIONS INVOLVED IN VOCATIONAL EDUCATION AND TRAINING IN SPAIN
2.1	DELIVERING ACCREDITED VET IN SPAIN
2.2	RECOGNITION FOR NEW VOCATIONAL QUALIFICATIONS IN SPAIN
2.3	ACCREDITATION AND RECOGNITION IN THE CONTEXT OF ECVET FOR CREATIVE INDUSTRIES
3.1	ADAPTION OF THE COURSE CONTENT TO SUIT THE CONTEXT IN SPAIN
3.2	LENGTH OF ACCREDITATION AND RECOGNITION PROCESS
3.3	CHALLENGES FACED AND SOLUTIONS FOUND
3.4	NEXT STEPS: VET PROVIDERS
3.5	NEXT STEPS: LEARNERS

## 1.1 VET IN SPAIN

Vocational training forms part of the educational system in Spain, allows for progression within this system, and prepares students for the professional world of work. Training occurs in a series of cycles – *Formación Profesional Básica* (basic level of vocational training), *Grado Medio* (intermediate level) and *Grado Superior* (advanced level), structured in professional modules that make up the theoretical and practical content, appropriate to the various professional fields. Vocational training in Spain can be undertaken in different subject areas and professional fields leading to the title *Técnico Superior* in the chosen specialisation.

Spain is divided into municipalities, provinces and autonomous communities. In relation to VET there are different levels of political and administrative responsibilities and activities within each territory level. The Ministry of Education, Culture and Sport (Ministry of Education or MECD) is responsible for developing and implementing government policy in VET programmes in the education system, whereas the Ministry of Employment and Social Security (Ministry of Employment or MEYSS) is mainly concerned with VET programmes in the National Employment System and continuous vocational education and training (CVET). The autonomous communities have responsibilities for VET, consisting of developing and applying basic regulations and in regulating non-essential aspects of the VET system. Likewise they have executive and administrative powers to manage the education system in their own territory.

## 1.2 KEY AGENCIES AND ORGANISATIONS INVOLVED IN VOCATIONAL EDUCATION AND TRAINING IN SPAIN

The agencies and organisations involved in vocational education and training in Spain include the following:

### Incuai

<sup>1</sup>The National Institute of Qualifications (INCUAL) is the agency which supports the Spanish General Council of Vocational Education and Training in attaining the objectives of the National System for Qualifications and Vocational Education and Training (known in Spanish as SNCFP).

INCUAL has the responsibility of defining, creating and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Vocational Education and Training, both of which are explained in more detail below. INCUAL's responsibilities with regards to qualifications are as follows:

- Define, observe and examine their evolution
- Accredit and integrate them
- Inspect and evaluate the National VET Programme

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<sup>1</sup> Gobierno de España - Ministerio de Educación, Cultura y Deporte - [https://www.educacion.gob.es/educa/incual/ice\\_incual\\_ing.html](https://www.educacion.gob.es/educa/incual/ice_incual_ing.html)

### SNCFP

The SNCFP consists of instruments and actions which help to promote and develop the integration of vocational education and training through the National Catalogue of Professional Qualifications. As well as this, the SNCFP supports the assessment and accreditation of professional competences in order to encourage the professional and social development of Spanish citizens and to meet labour market needs.

### CGFP

The General Council of Vocational Education and Training (CGFP) is the specialized body that advises the government on Vocational Education and Training. The CGFP is the governing body of INCUAL and determines which governing functions it has. One of the key roles of the Council is to approve INCUAL's programmes of activities according to the priorities established by the Council Plenary, and to ensure that these are followed up accordingly.

### Qualifications in the Autonomous Communities

The Technical Committee for Qualifications is made up of the people in charge of the Institutes, Agencies and Centres of Qualifications of the Autonomous Communities.

The members of this Committee actively participate in the process of making the National Catalogue of Professional Qualifications and cooperate with the INCUAL in the development of its functions within the scope of their competences.

For example, the Andalusian branch of this committee is called the IACP - the *Instituto Andaluz de Cualificaciones Profesionales*, or the Andalusian Institute of Professional Qualifications.

## **2.1 DELIVERING ACCREDITED VET IN SPAIN**

There are no official awarding bodies in Spain, as these simply do not constitute part of the centralised education system, as all accredited/recognised courses come directly from the state and its approved list of qualifications and the colleges which are approved to provide these courses. There are also other types of vocational courses which are offered by training institutes who offer their own version of 'accredited' courses – but these are separate to official recognition which is granted by the government. This is to say that individual training centres (such as Lab Sevilla, which the partners visited as part of the visit to Sevilla) that offer vocational courses can create and provide courses related to fields such as the creative industries (e.g. digital design or illustration workshops) but this does not necessarily mean that these courses will be recognised within the official Spanish educational system. These kinds of courses are often short-term and certificates can be provided individually by each training provider; in many cases, no certificate is provided at all. There is a fairly equal mix between classroom-based and distance-learning courses. Where certificates are provided, they are often referred to as 'accredited certificates.', even if they are not officially recognised as accredited/recognised within the Spanish system.

These 'unofficial' courses offered by these training centres can contribute towards a person's overall skills portfolio but they will not, however, be recognised within the Spanish educational system.

When applying for a job as a *funcionario* (public servant), applications are largely based on a points system where credits are earned due to performance in exams, length of tenure in a particular role, and completion of certain courses or qualifications. A consequence, therefore, of these 'unofficial' courses is that the credits cannot be used to strengthen a person's application if they wish to apply for a role as a public servant. However, having spoken with both students and course providers within the Creative Industries sector in Sevilla, it is clear that such courses are popular and, importantly, valued by the private sector.

In the official catalogue, there are some courses that are similar to the course being developed as part of this project, but none that specifically combine the teaching of entrepreneurship within the context of the Creative Industries. For example, there exists Creation and Management of microenterprises, a private course on management of the creative and cultural industry, as well as a range of courses related to artisanal sectors, such as pottery. Although attaining accreditation of the course within the project lifetime may prove difficult, this gap in the catalogue of such a course could continue to be used as justification for its inclusion. However, its development as a non-formally accredited course in Spain, alongside certification recognised elsewhere in Europe, could mean it is offered by training centres as a more popular alternative with flexible delivery.

## 2.2 RECOGNITION FOR NEW VOCATIONAL QUALIFICATIONS IN SPAIN

In Spain, accreditation of courses (although this is also sometimes referred to as recognition or validation) is translated as *homologacion*, and a recognised qualification is called a *calificacion homologada*.

The process is very top-down in nature; there are two main bodies which control recognition of qualifications and both of these are at ministerial level. These are:

- The Ministry of Education: primarily responsible for managing VET in colleges. Both public and private colleges have to offer the same curriculum with regards to these courses. These VET institutions (*Institutos de Formación Profesional*) teach courses at *Grado Medio* level and the courses are free of charge for young people aged 16-18. An example of this in the local area is the *Instituto de Educación Secundaria Bajo de Guadalquivir* based in Lebrija, Seville.
- The Ministry of Employment: primarily responsible for managing VET in training centres for adult learners. Most of these courses are two years long, intensive and end with the student receiving a *Titulo de Grado Medio* and all of these courses all fit into one of the '26 professional families' offered by the centralised educational system. These professional families constitute 26 different employment areas according to which individual vocational qualifications are specifically tailored. For example, the most relevant course to Creative Industries which is currently available is a private course in management of the creative and cultural industry which is a 4 ECTS credits course of university standard. The online course is provided by INESEM business school.

With regards to the official list managed by the Ministry of Employment, training centres can suggest changes to existing courses but cannot propose completely new ones; this happens very rarely, partly because new vocational qualifications need the approval of both INCUAL and the Autonomous Communities. Courses are only added to this list every few years and they are often receptive to or

dependent on demand from the labour market i.e. regional authorities may initiate public calls for recognition of non-formal and informal learning, depending on local or sectoral labour market needs.

All recognised courses are modularised and require the learner to undertake a period of work experience at the end of, or during, the studies in order for them to receive their qualification.

Any of the unofficial short courses offered by training centres would not be formally recognised within the centralised education system, a further consequence of which would be that the student would not have access to a study grant/funding. Most of these courses do not deliver a certificate after their completion - these courses are designed for individuals who wish to gain knowledge in another subject for personal motives, or who wish to have a qualification which would be used internally within a job sector. Training centres who usually deliver non-recognised courses can also apply to the government for permission to teach recognised courses, but this process can take up to a year.

### **2.3 ACCREDITATION AND RECOGNITION IN THE CONTEXT OF ECVET FOR CREATIVE INDUSTRIES**

With regards to the Learning Resource Network (LRN), the process for centre accreditation and course registration has been straightforward despite the fact that 3Si is a training centre based in Spain. Providers with no prior experience first must apply to the LRN for approval of institutional capacity and quality assurance procedures. There are several prerequisites that must be met regarding course registration, including providing details about staff involved in the course's delivery, assessment and quality assurance. Once registered, we as a centre are then responsible for the development, maintenance, provision and internal quality assurance (QA) of our own programmes; and have procedures for assessing enrolled learners on those programmes.

In Spain, centre accreditation is issued by the Labour Administration, with the Employment Services checking annually the accreditations made. The centres that provide the training leading to the attainment of a certificate of professionalism must comply with the requirements of the trainees and with the minimum requirements of spaces, facilities and equipment established for the training modules that constitute the certificates. Accreditation of the centres that provide the training using traditional classroom delivery will be carried out by the Public Employment Service in its relevant competency area.

Creative industries is a fast developing sector in Seville and Spain as a whole, with continuous growth for the current workforce across the board, in a wide variety of areas. It is also a crucial part of history and culture for both the city and country. This particular course would be beneficial to a individual who is building their portfolio and wanting to understand the business planning to make their creative talent a commercial success. Based on our research, we would argue it is as or more important for potential professionals to gain a private qualification from a reputable training centre within the Creative Industries, rather than one from the catalogue delivered by a public institute. This not only factors in that such courses are developed more easily and can be more responsive to labour market demands, but also the cost and simplicity of their delivery.

### **3.1 ADAPTION OF THE COURSE CONTENT TO SUIT THE CONTEXT IN SPAIN**

Although the basic structure of the course follows what is set out in the qualification specification, we obviously have to use examples that are specific to Spain and encourage our learners to think of Creative Industries organisations of which they are already aware. Adaptation is also particularly important in Unit 3 (Introduction to Business Planning for Creative Industries Practitioners), which has to reflect both the Spanish system and business culture. The comparison to other systems, as learnt and developed through this project, leads to interesting and useful discussions during Unit 4 and also can prime learners for work abroad. Translation is also important with regard to adaptation in capturing the sense of sector-specific terminology, a lot of which originates in English. Ensuring such terminology is accurately translated and understood by learners, through the use of relatable examples, is an important part of the course's adaptation.

After discussions with our other partners, we learnt that the method of course delivery in Spain is very different to how it is in, for example, Ireland. In Spain, there is a much greater emphasis on the teacher as the primary agent responsible for the students' comprehension of the subject (deductive learning), whereas in Ireland and also the UK, the teaching/learning culture leans much more towards the student as more of an active agent in the process (inductive learning). This was an interesting contrast between the partner countries involved in the project but did not necessarily have a significant impact on the actual adaptation of the course content, only its delivery.

### **3.2 LENGTH OF ACCREDITATION AND RECOGNITION PROCESS**

The process for recognition of courses in Spain is complex and difficult to achieve and for this reason, it is highly unlikely that this will be achieved over the course of the project lifetime. New courses are only added to the official list every few years and each of these is the result of extensive research into labour market needs and consultation amongst educational authorities.

However, 3Si staff did attend a consultation meeting with a representative from the education, vocational training and employment delegation of the regional government *Junta de Andalucía*, in order to find a method through which the Entrepreneurship in European Creative Industries (*Industrias Creativas*) course could be integrated into the official list of recognised courses. To achieve the course's inclusion in the official list, clear justification based on labour market needs and organisational demand would be required at least. Through collaboration with our extensive contacts in this sector in Seville, some of whom offer informal courses and whose learners could benefit from a course specifically encouraging entrepreneurship, we aim to continue making the case for its inclusion and recognition. In the meantime, we feel the course is best offered more informally due to the reasons stated in section 2.3.

### **3.3 CHALLENGES FACED AND SOLUTIONS FOUND**

A staff member who has been working on the Creative Industries project has a contact who works as an administrator for the *Instituto de Fomento* (Institution of Promotion), an educational branch of the regional government which provides courses and arranges Erasmus+ programmes, among other functions. She gave us additional information regarding the process of getting qualifications recognised and helped us to arrange the consultation meeting mentioned in the section above. This same contact also advised us about the option of getting our training centre accredited to teach one of the courses recognised by the government, and will be assisting us in our application to get this achieved.

### **3.4 NEXT STEPS: VET PROVIDERS**

VET providers first of all will need to get in touch with the Learning Resource Network in order to be sent a Centre Accreditation Application Form. The full course specification, as well as a contact email address, can be found on the LRN website ([www.lrnglobal.org](http://www.lrnglobal.org)). The form will need to be filled in and sent back to the LRN, along with any supporting documents required and, if approved, it should be returned within week. Prospective centres will need to provide a number of details to be accredited with the LRN, including information about their facilities; staff; policies and procedures; quality standards; and learner support systems. For the course registration, they will also need to provide the details of staff involved in the qualification's delivery, assessment and quality assurance.

### **3.5 NEXT STEPS: LEARNERS**

As 3Si is currently the only official provider of the qualification in Spain, learners should get in touch with us directly via [info@3si.es](mailto:info@3si.es) and we will be able to offer the latest information with regards to upcoming course dates. However, beyond the project lifetime, learners can also contact the Learning Resource Network ([enquiries@lrnglobal.org](mailto:enquiries@lrnglobal.org)) to find out if there are new centres offering the course in other regions of Spain.

This course is ideal for learners who are looking to also gain some work experience abroad within the Creative Industries. If learners would like to enrol and complete the course in English, it is important that their level of English is of a high enough standard to submit written assignments in the language. For this, learners must ensure that they are at minimum B2 Level (CEFR) before they proceed in signing up for an upcoming course.

#### **Glossary of Key Terms**

CEFR - Common European Framework of Reference for Languages

CGFP - General Council of Vocational Education and Training

CNCP - National Catalogue of Professional Qualifications

ECTS - European Credit Transfer System

EfVET - a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries.

EQAVET - European quality assurance in vocational education and training

EQS - European Qualification Scheme

ESO – High School Certificate

FP - Vocational Education and Training

NCP - National Registry of Professional Qualification

MECU - Spanish Mark of Qualifications

MECES - Spanish Mark of Higher Education



MECD - Ministry of Education, Culture and Support (Ministry of Education or MECD)

MEYSS - Ministry of Employment and Social Security

NCP - National Registry of Professional Qualification

SQF - The Spanish Qualifications Framework