

NATIONAL SYSTEM FOR QUALIFICATIONS AND VOCATIONAL EDUCATION AND TRAINING



GOVERNMENT
OF SPAIN

MINISTRY
OF EDUCATION, CULTURE
AND SPORTS

GENERAL VOCATIONAL
EDUCATION AND
TRAINING COUNCIL

MINISTRY
OF EMPLOYMENT AND
SOCIAL SECURITY

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NATIONAL INSTITUTE OF QUALIFICATIONS - INCUAL

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General Vocational Education and Training Direction
National Institute of Qualifications

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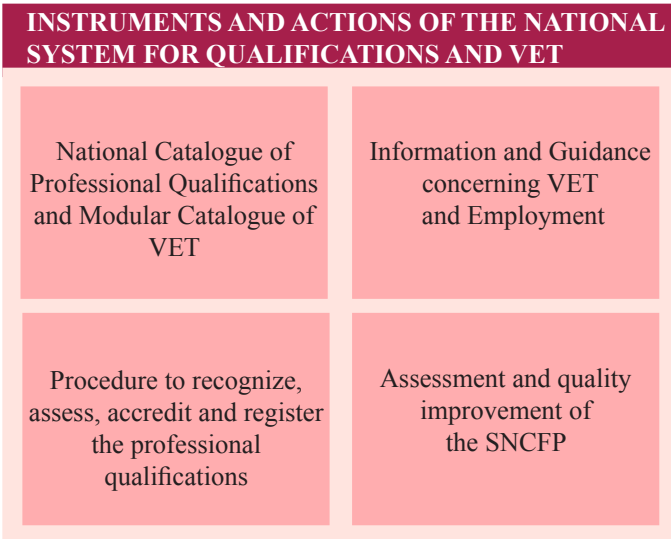
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National System for Qualifications and Vocational Education and Training

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.

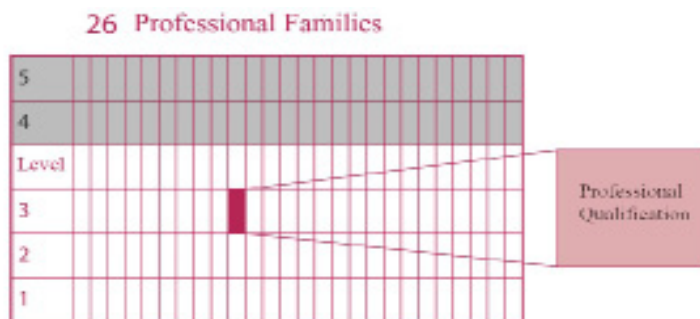
The 26 professional families which make up the CNCP have been created according to professional competence affinity criteria.

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



■ Only levels 1,2 and 3 have been defined. The levels 4 y 5 correspond to university studies.

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.

Professional Families

1. Administration and Management (ADG)



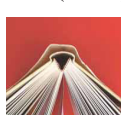
2. Physical and Sports Activities (AFD)



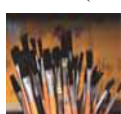
3. Agriculture (AGA)



4. Graphic Arts (ARG)



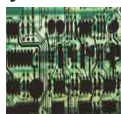
5. Arts and Crafts (ART)



6. Trade and Marketing (COM)



7. Electricity and Electronics (ELE)



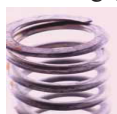
8. Energy and Water (ENA)



9. Construction and Civil Work (EOC)



10. Metal Working (FME)



11. Hospitality and Tourism (HOT)



12. Extraction Industry (IEX)



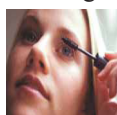
13. Information and Communications Technology (IFC)



14. Installation and Maintenance (IMA)



15. Personal Image (IMP)



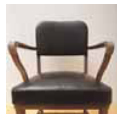
16. Image and Sound (IMS)



17. Food Industry (INA)



18. Wood, Furniture and Cork (MAM)



19. Maritime and Fishing Industry (MAP)



20. Chemistry (QUI)



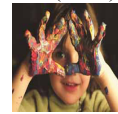
21. Health (SAN)



22. Security and Environment (SEA)



23. Sociocultural and Community Services (SSC)



24. Textile, Clothing Industry and Leather (TCP)



25. Transport and Vehicles Maintenance (TMV)



26. Glass and Ceramics (VIC)



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 achieves the expected out-comes 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

ALPHANUMERIC CODE

Allows its systematic location in the CNCP.

NUMBER OF PROFESSIONAL QUALIFICATIONS October 2015

Level 1	78
Level 2	286
Level 3	300
Total	664

Professional Qualification Structure

PROFESSIONAL QUALIFICATION

Identification

General Competence

Professional Environment

COMPETENCE UNITS

Competence Unit 1

Competence Unit 2

Competence Unit 3

RELATED LEARNING

Learning Module 1

Learning Module 2

Learning Module 3



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.

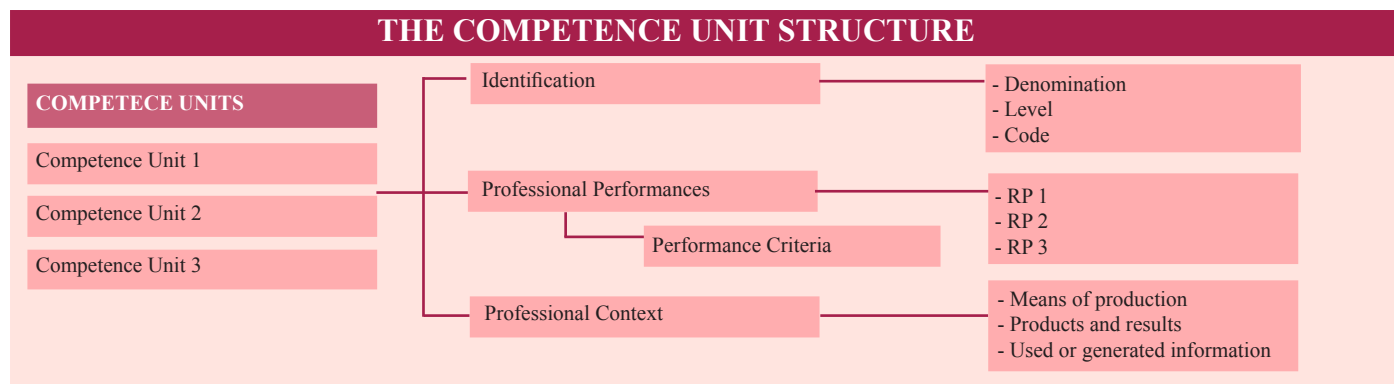
Every professional performance is assessable through a set of performance criteria (CR) which express the acceptable level of one professional performance to fit the productive organisations' targets. They are a reference guide for the assessment of the professional competence.

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.

NUMBER OF COMPETENCE UNITS Octubre 2015	
Level 1	319
Level 2	1.197
Level 3	1.259
Total	2.775



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.

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.

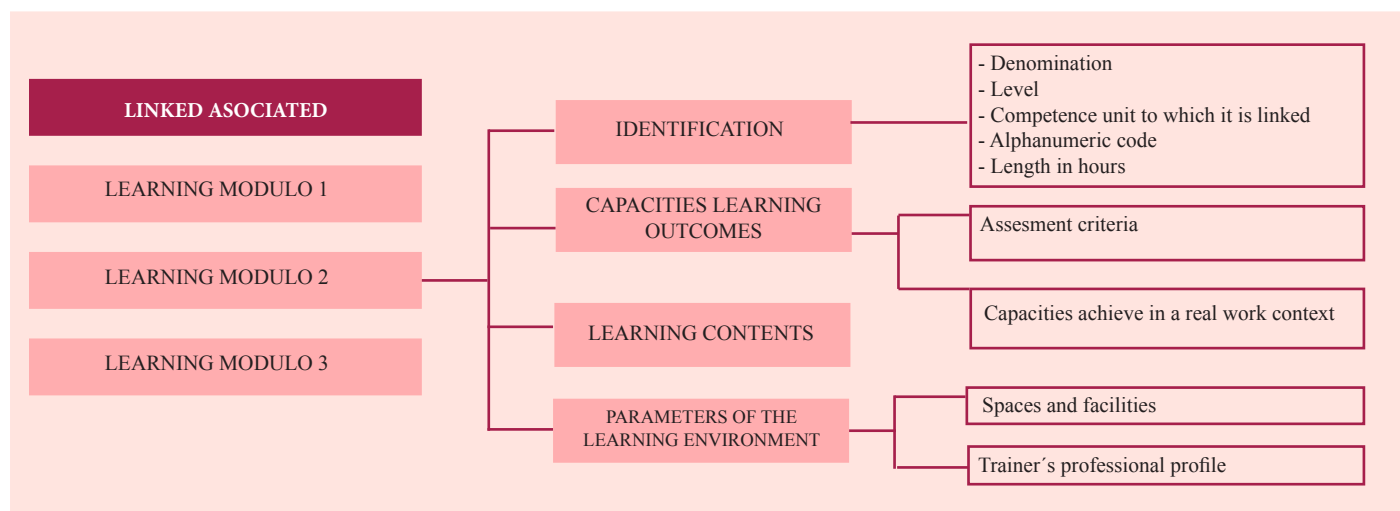
The learning specifications are expressed as capacities and their related assessment criteria, as well as the contents leading to the achievement of those capacities. Besides, the capacities whose acquisition should be completed in a real working environment, shall be identified.

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 certificates of professional standards.

NUMBER OF LEARNING MODULES Octubre 2015	
Level 1	319
Level 2	1.197
Level 3	1.259
Total	2.775

Learning Module Structure



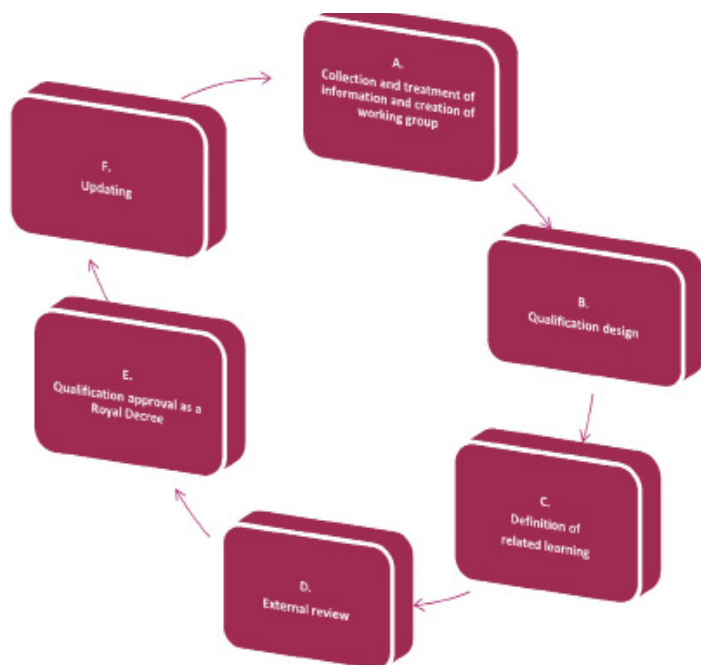
Methodology to develop and updating the CNCP

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 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 training

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

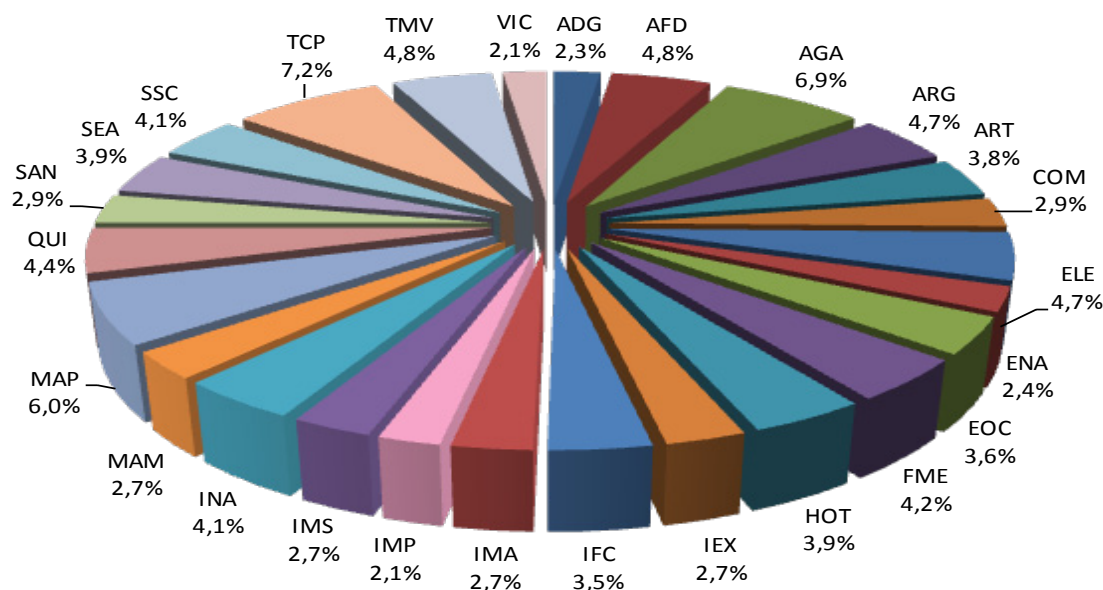
It is the Government the one who definitely approves which qualifications must be included in the Catalogue once the advisory process to the General Council of Vocational Education and Training, to the Spanish State School Council as well as the ministerial departments involved is finished.

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.

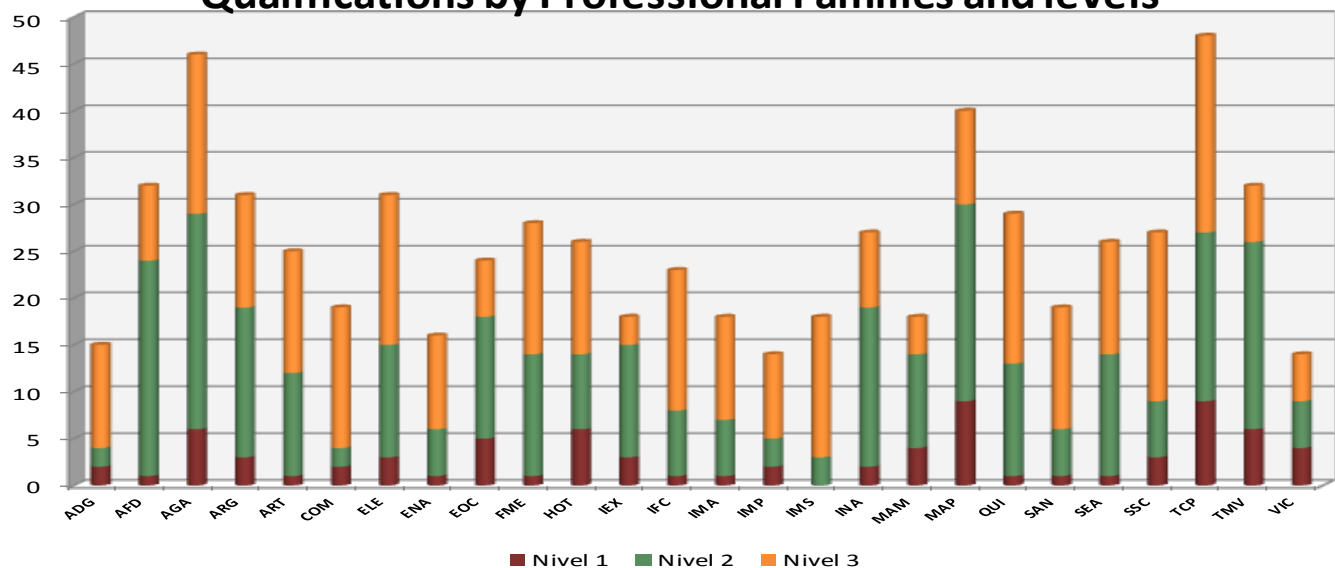
F Updating

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.

Proportion of Professional Qualifications by Professional Families

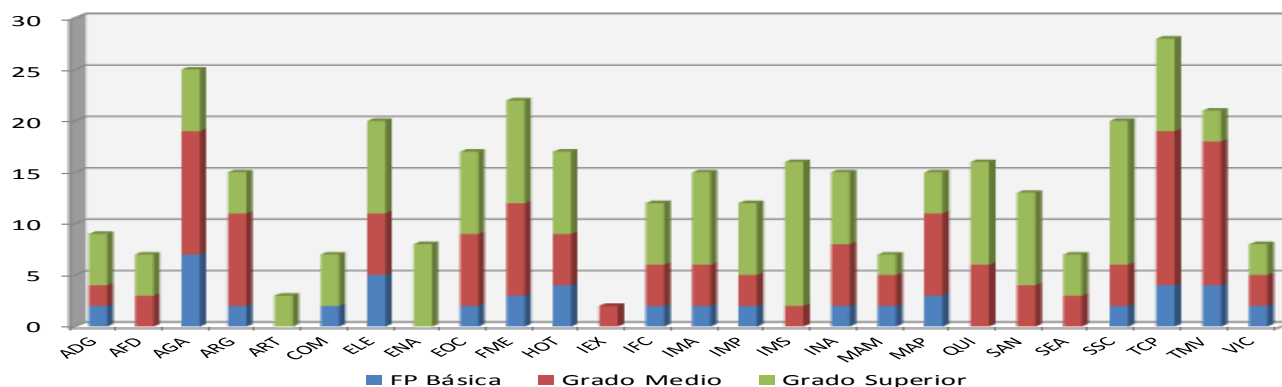


Qualifications by Professional Families and levels

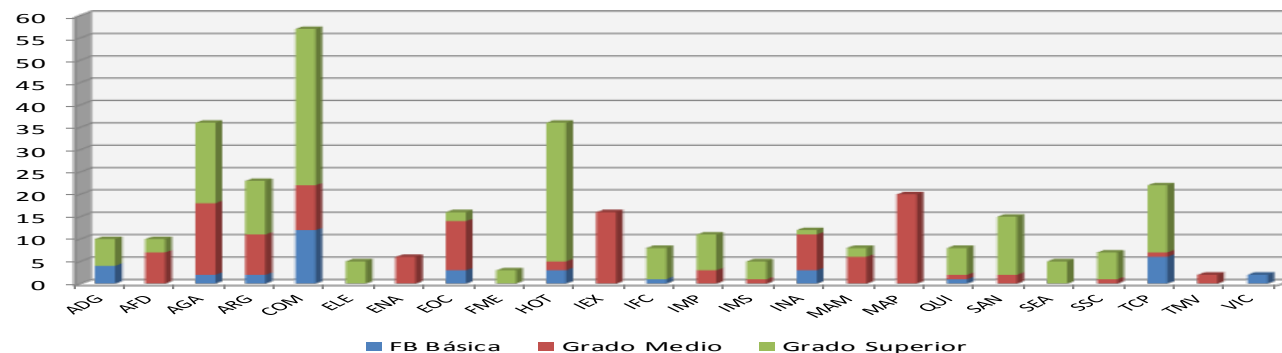


Figures and rates of the CNCP

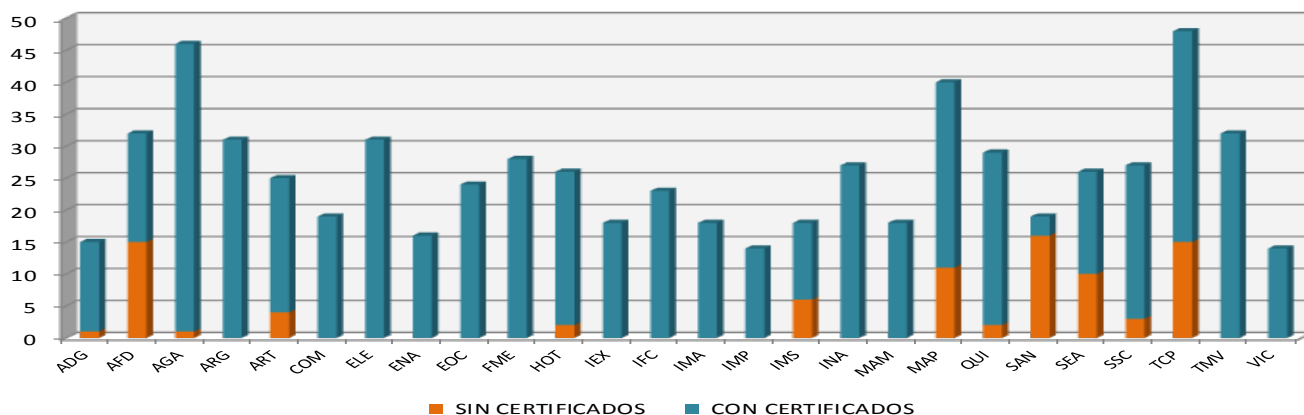
COMPLETE CUALIFICACIONES INCLUDED IN VET DIPLOMAS



INCOMPLETE QUALIFICATIONS INCLUDED IN VET DIPLOMAS



QUALIFICATIONS WITH CERTIFICATES OF PROFESSIONAL STANDARDS BY PROFESSIONAL FAMILIES



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.

The professional qualifications of the CNCP are in: http://www.educacion.gob.es/educa/incual/ice_incual.html

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.

The 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:

Basic Vocational Education and Training

The new Basic VET replaces the previous Initial Professional Qualification Programs (PCPI). This diploma enables the progression in the education system and has the same employment effects as the diploma of ESO to access public and private employment.

The Basic diploma is subsidized and lasts two years. It has 2.000 hours of theoretical and practical training, 240 hours must be developed in the workplace. Access implies compliance with the following conditions:

- Having turned fifteen, or reaching them during the current calendar year, and being under seventeen years of age at the time of access or during the calendar year.
- Have completed the first cycle of ESO or, exceptionally, have completed the second year of ESO.
- The teaching staff to parents or legal must submit a proposal to include the student in a Basic Training Cycle.

Students who pass the basic training will obtain the Basic Professional Technical Diploma as well as a level 1 qualification of the National Catalogue of Professional Qualifications. Furthermore, this diploma allows access to intermediate level training or to the ESO diploma.

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 basic, intermediate 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 develop 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 basic level of VET will be awarded the Basic Diploma; students who pass the intermediate level of VET will be awarded the Technical diploma; and students who have passed higher level of VET will obtain the Higher Technical diploma.

The VET diplomas are in: <http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/nuevos-titulos.html>

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.

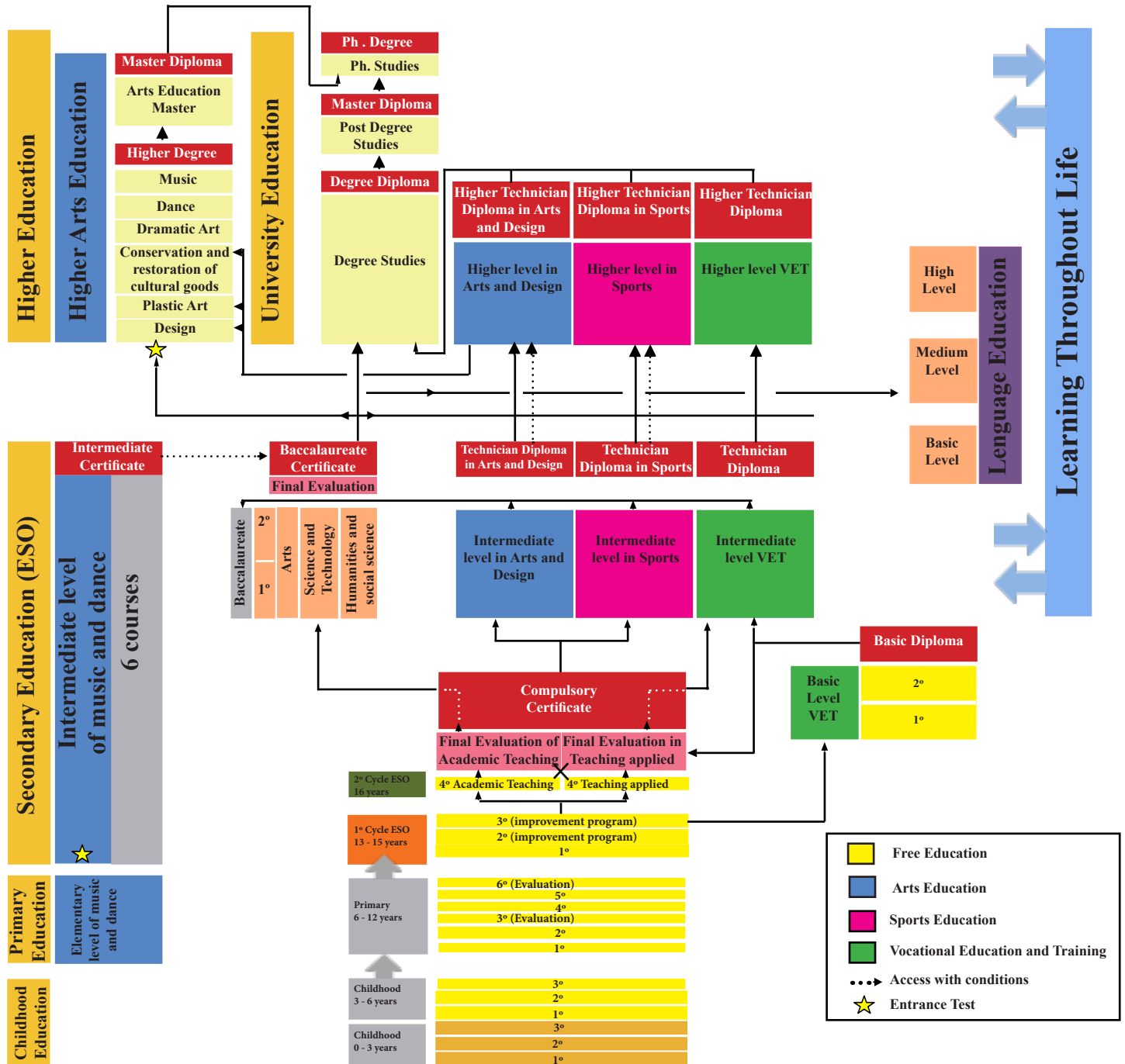
They shall be related to the National Professional Qualifications Catalogue, its curriculum conforms to the requirements of SNCFP.

– 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

EDUCATION SYSTEM L.O.M.C.E.



Vocational Education and Training for employment in the CNCP

The Vocational Education and Training for employment System, regulated by Law 30/2015, of September 9, whereby the vocational training system for use in the workplace is regulated, and developed according to the text consolidated employment Act (approved by Royal Legislative Decree 3/2015 of 23 October) and the Act 5/2002 of 19 June on qualifications and vocational training.

It includes training actions aimed to provide access and improvement of the competences and professional qualifications. Certificates of Professional Standards are the instrument of accreditation, for employment, of professional qualifications of the CNCP, acquired through learning processes or procedures for recognition of skills acquired through work experience and non-formal training.

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:

- Life-long training by companies for their workers.
- Training offered by the appropriate authorities for occupied workers, consisting of sectoral training programs, cross training programs together with of qualification and professional recognition programs.
- The training offered by the appropriate authorities to unemployed workers, including training programs aimed at meeting the needs identified by the public employment services and specific training and education are programs with recruitment commitments .
- Other initiatives of vocational education and training for employment, related to training alternating with employment, training of public employees, among others.

Certificates of professional standards are in: http://www.sepe.es/contenidos/personas/formacion/certificados_de_profesionalidad/certificados_profesionalidad.html

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

Assessment procedure of professional competences acquired through on the job experience or non-formal training, regulated by Royal Decree 1224/2009, of 17 July, of recognition of professional competences acquired through on the job experience, is one of the National System of Qualifications and VET instruments. Professional qualification assessing and official accrediting whatever the mechanism of achieving the professional qualification is one of the aims of the SNCFP.

This procedure shall use the National Catalogue of Professional Qualifications as its referent and shall at all events be implemented under criteria that guarantee the evaluation's 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 validation is the responsibility of the educational authorities and is implemented by the autonomous communities and the general administration of the State.

The procedure has been successfully implemented in all regions, in which there have been numerous calls, high demand and socially .

1. BASIC REGULATIONS OF THE SNCP AND VET

- **ORGANIC ACT 5/2002, of 19 June, on Qualifications and Vocational Training.** (BOE 20 of June)

Consolidated text link: <http://www.boe.es/buscar/act.php?id=BOE-A-2002-12018>

Modified by:

- **Act 2/2011, of 4 March, on Sustainable Economy.** (BOE 5 of March)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-4117

- **Organic Act 4/2011, of 11 March, complementary to the Act on Sustainable Economy.** (BOE of 12 March)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-4551

- **Judgment 111/2012 of 24 May 2012.** Resources of unconstitutionality 4937-2002 and 5305/2002 (accumulated). Promoted by the Government of the Generalitat of Catalonia and the Catalan Parliament on various provisions of the Organic Act 5/2002 of qualifications and vocational training. Basic skills on an equal footing, and labor relations and education: nullity of the reservation to the State the exclusive development of various legal provisions. (BOE of 20 June)

Link: <https://www.boe.es/boe/dias/2012/06/20/pdfs/BOE-A-2012-8319.pdf>

- **ORGANIC ACT 2/2006, of 3 May, on Education.** (BOE of 4 May)

Consolidated text link: <http://boe.es/buscar/act.php?id=BOE-A-2006-7899>

Modified by:

- **Act 2/2011, of 4 March, on Sustainable Economy.** (BOE 5 of March)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-4117

- **Organic Act 4/2011 of 11 March** supplementing the Sustainable Economy Act , amending the Organic Act 5/2002 of 19 June, on Qualifications and Vocational Educationa and Training are modified, 2/2006 of 3 May, Education, and 6/1985 of 1 July, the Judicial Branch. (BOE of 12 March)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2011-4551

- **Organic Act 8/2013, of 9 December**, to improve educational quality. (BOE of 10 December)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-12886

- **Act 26/2015, of 28 July**, modifying the system of protection of children and teenagers. (BOE of 29 July)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-8470

- **ROYAL LEGISLATIVE DECREE 3/2015 of 23 October**, approving the revised text of the Employment Act is approved. (BOE of 24 October)

Link: <https://www.boe.es/boe/dias/2015/10/24/pdfs/BOE-A-2015-11431.pdf>

- **ACT 30/2015, of 9 September**, whereby the vocational education and training system for use in the workplace is regulated. (BOE of 10 September)

Link: <https://www.boe.es/boe/dias/2015/09/10/pdfs/BOE-A-2015-9734.pdf>

2. REGULATIONS OF THE CGFP

- **ACT 1/1986, of 7 January, by which the General Vocational Education and Training Council.** (BOE of 10 January)

Link: <http://boe.es/buscar/act.php?id=BOE-A-1986-576>

Modified by:

- **Act 19/1997, of 9 June, amending the Law 1/1986 , of 7 January, by which the General Vocational Education and Training Council amending.** (BOE of 10 June)

Link: <https://www.boe.es/buscar/doc.php?id=BOE-A-1997-12504>

- **Act 14/2000, of 29 December, on fiscal, administrative and social measures.** (BOE of 30 December)

Link: <https://www.boe.es/buscar/doc.php?id=BOE-A-2000-24357>

- **ROYAL DECREE 1684/1997, of 7 November, on the Regulation of Operation of the General Vocational Education and Training Council approved.** (BOE of 18 November)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-1997-24617>

3. REGULATIONS OF THE INCUAL

- **ROYAL DECREE 375/1999, of 5 March, approving the National Institute of Qualifications is created.** (BOE of 16 March)

Link: <http://boe.es/buscar/act.php?id=BOE-A-1999-6231>

Modified by:

- **ROYAL DECREE 1326/2002, of 13 December**, by which modifies the Royal Decree 375/1999, of 5 March, whereby the National Institute of Qualifications is created. (BOE of 14 December)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2002-24348

4. REGULATIONS OF THE CNCP AND RECOGNITION, ASSESSMENT, ACCREDITATION AND RECORDING OF PROFESSIONAL QUALIFICATIONS PROCEDURE

- **ROYAL DECREE 1128/2003, of 5 September, by which the National Catalogue of Professional Qualifications.** (BOE of 17 September)

Consolidated text link: <http://boe.es/buscar/act.php?id=BOE-A-2003-17588>

Modified by:

- **ROYAL DECREE 1416/2005, of 25 November**, amending Royal Decree 1128/2003, of 5 September, whereby the National Catalogue of Professional Qualifications is regulated. (BOE of 25 November)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2005-19989

- **ROYAL DECREE 1224/2009, of 17 July**, of recognition of professional skills acquired through work experience. (BOE of 25 August)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-2009-13781>

- **ROYAL DECREE 817/2014, of 26 September**, by which specific aspects of professional qualifications for which modification, approval procedure and effects are set is covered by Article 7.3 of the Organic Law 5/2002 of 19 June, on Qualifications and Vocational Training. (BOE of 23 October)

Link: <http://www.boe.es/boe/dias/2014/10/23/pdfs/BOE-A-2014-10742.pdf>

- **ORDER PRE/910/2011, of 12 April**, approving the Interministerial Commission for the monitoring and evaluation procedure for recognition of professional skills acquired through work experience is created. (BOE of 15 April)

Link: <http://www.boe.es/boe/dias/2011/04/15/pdfs/BOE-A-2011-6789.pdf>

- **ORDER PRE/3480/2011, of 12 December**, approving the Interministerial Commission for the evaluation and accreditation of professional skills acquired through work experience in the field of management of the central government is established. (BOE of 23 December)

Link: <http://www.boe.es/boe/dias/2011/12/23/pdfs/BOE-A-2011-20029.pdf>

5. REGULATIONS OF THE TRAINING OFFER LINKED TO THE CNCP

Education System

- **ROYAL DECREE 942/2003, of 18 July, the basic conditions to be met by tests for obtaining the titles of Technician and Advanced Technician Specific Vocational Education and Training are determined.** (BOE of 31 July)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-2003-15364>

REPEALING as indicated by ROYAL DECREE 1538/2006 of 15 December: the ROYAL DECREE 942/2003 is repealed, of 18 July, by which the basic conditions to be met by tests for obtaining determined the titles of Technician and Advanced Technician professional training, except the power to assess and recognize skills acquired through work experience or non -formal training until the publication of the regulation stipulating the procedure refers to the Article 8.3 of the Law 5/2002 of 19 June, on Qualifications and Vocational Education and Training.

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2007-92

REPEALING the single transitional provisional. **Assessment of skills, for the sole repealing provision of Royal Decree 1224/2009.**

Link: <https://www.boe.es/buscar/doc.php?id=BOE-A-2009-13781>

- **ROYAL DECREE 1147/2011, of 29 July, on the general organization of vocational education and training system is established.** (BOE of 30 July)

Consolidated text link: <http://boe.es/buscar/act.php?id=BOE-A-2011-13118>

Affected by postponement of implementation for the 2014-2015 course the training courses planned for the 2012-2013 year:

- **ROYAL DECREE-ACT 14/2012, of 20 April**, on urgent measures to rationalize public spending on education.

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2012-5337

- **Resolution of 17 May 2012, the Congress of Deputies, by the publication of the agreement validating Royal Decree-Act 14/2012 of 20 April, on urgent measures to rationalize public spending is required in the education.**

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2012-6870

- **ROYAL DECREE 127/2014, of 28 February**, by which specific aspects of Basic Vocational Education and Training of teaching vocational education system regulates fourteen basic professional qualifications diplomas are approved, their basic curricula are fixed and amending Royal Decree 1850/2009, of 4 December, on the issue of professional corresponding to the teachings set forth in the Organic Act 2/2006 of 3 May on Education and academic qualifications.

Link: <http://www.boe.es/boe/dias/2014/03/05/pdfs/BOE-A-2014-2360.pdf>

Training for the employment

- **ROYAL DECREE 34/2008, of 18 January, which regulates certificates of professional standards.** (BOE of 31 January)

Consolidated text link: <http://boe.es/buscar/act.php?id=BOE-A-2008-1628>

Modified by:

- **Royal Decree 1675/2010, of 10 December**, amending Royal Decree 34/2008 of 18 January, for the certificates professional standards and royal decrees certificates of professional standards dictates regulated in its application. (BOE of 31 December)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-20148

- **Corrigendum to Royal Decree 1675/2010 of 10 December**, amending Royal Decree 34/2008 of 18 January, for the certificates of professional standards of professionalism and royal decrees are regulated by established professional certificates in its application dictates. (BOE of 8 January)

Enlace a texto: <https://www.sepe.es/contenidos/personas/formacion/pdf/BOE-A-2011-397.pdf>

- **Royal Decree 189/2013, of 15 March by amending Royal Decree 34/2008 of 18 January**, by which regulates certificates of professional standards and royal decrees dictated certificates of professional standards are set your application.

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-3092

- **ORDER ESS/1897/2013, of 10 October**, by which develops the Royal Decree 34/2008 of 18 January 18, for the certificates of professional standards and royal decrees establishing certificates are regulated professional dictation in its application. Link: <http://www.boe.es/boe/dias/2013/10/17/pdfs/BOE-A-2013-10861.pdf>

Corrigendum:

- **Corrigendum to the Order ESS/1897/2013, of 10 October**, by which develops the Royal Decree 34/2008, of 18 January, which regulates certificates of professional standards and royal decrees dictates certificates of professional standards set out in its application.

Link: <https://www.boe.es/boe/dias/2013/12/24/pdfs/BOE-A-2013-13512.pdf>

- **ROYAL DECREE 751/2014, of 5 September, on the Spanish Strategy for Employment 2014-2016 Activation is approved.** (BOE of 23 September)

Link: <http://www.boe.es/boe/dias/2014/09/23/pdfs/BOE-A-2014-9623.pdf>

Dual Vocational Education and Training

-ROYAL DECREE 1529/2012, of 8 November, whereby the contract for training and learning takes place and the bases are established dual vocational education and training. (BOE of 9 de November)

Consolidated text link: <http://www.boe.es/buscar/pdf/2012/BOE-A-2012-13846-consolidado.pdf>

Modified by:

- **Act 11/2013, of 26 July, of measures to support entrepreneurship and to stimulate growth and job creation.** (BOE of 27 July)

Link: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-8187

- **Royal Decree-Act 16/2013, of 20 December, on measures to promote stable employment and improve the employability of workers.** (BOE of 21 December)

Enlace a texto: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2013-13426

- ORDER ESS/2518/2013, of 26 December, the training aspects of the contract for training and learning, developing Royal Decree 1529/2012, of 8 November, are regulated by the contract develops for training and learning and the bases are established dual vocational education and training. (BOE of 11 January)

Link: <http://www.boe.es/boe/dias/2014/01/11/pdfs/BOE-A-2014-317.pdf>

6. REGULATIONS OF VOCATIONAL EDUCATION AND TRAINING CENTERS

- ROYAL DECREE 1558/2005, of 23 December, the basic requirements of integrated vocational educationa and training centers are regulated. (BOE of 30 December)

Consolidated text link: <http://boe.es/buscar/act.php?id=BOE-A-2005-21534>

Modified by:

- **Royal Decree 564/2010, of 7 May, amending Royal Decree 1558/2005 of 23 December, the basic requirements of integrated vocational education and training centers are regulated.** (BOE of 25 May)

Enlace a texto: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2010-8320

- **CORRIGENDUM to Royal Decree 1558/2005, of 23 December, the basic requirements of integrated vocational educationa training centers are regulated.** (BOE of 24 January)

Enlace a texto: http://www.boe.es/diario_boe/txt.php?id=BOE-A-2006-1062

- ROYAL DECREE 229/2008, of 15 February, the National Reference Centres in the field of vocational educationa and training are regulated. (BOE of 25 February)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-2008-3526>

- **RESOLUTION of 23 May 2013**, together with the General of Training and Evaluation and Territorial Cooperation Directions, establishing the organization and functioning of military schools teaching vocational education and training education system adapts. (BOE of 7 June)

Link: <https://www.boe.es/boe/dias/2013/06/07/pdfs/BOE-A-2013-6044.pdf>

7. REGULATIONS OF OTHER RELATED TRAINING OFFER BY THE CNCP

- **ROYAL DECREE 596/2007, of 4 May, on the general organization of professional Plastic Arts and Design is established.** (BOE of 25 May)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-2007-10487>

- **ROYAL DECREE 1363/2007, of 24 October, the general organization of sports education of special regime.** (BOE of 8 November)

Link: <http://boe.es/buscar/doc.php?id=BOE-A-2007-19326>

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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