The purpose of Advanced Vocational Training (FP) (within vocational education programs), and Vocational Education in Plastic Arts and Design and Advanced Vocational Education in Sports (both within Specialised Education [1]) is for the student to obtain specialised training that enables him/her to carry out various professions in a qualified manner.

They belong to Level 1 of the Spanish Qualification Framework for Higher Education (MECES), and they are defined according to the following learning outcomes:

- having proved the acquisition of specialised knowledge related to a professional or study field, showing critical understanding towards the integration and transfer of knowledge, as well as towards the development of creativity, personal initiative and entrepreneurial spirit

- apply and assimilate technical knowledge in order to define and develop work procedures autonomously in the relevant professional field being responsible for the coordination and supervision of specialised technical work.

- be able to analyse the necessary information to evaluate and handle expected and unexpected situations, looking for essential, creative and innovative solutions within the relevant professional area

- be able to communicate their knowledge, ideas, skills and operational procedures to their peers, supervisors, clients and subordinates.

- having acquired the necessary skills to engage in further education autonomously, showing maturity to innovate in the application of these skills and to progress to higher training levels.

**Branches of study**

They provide a specific professional qualification that is registered in the National Catalogue of Professional Qualifications. More information on [Lifelong learning strategy](https://eacea.ec.europa.eu/national-policies/eurydice) [2].

It is structured in a series of [training cycles](https://eacea.ec.europa.eu/national-policies/eurydice) [3] organised into [vocational modules](https://eacea.ec.europa.eu/national-policies/eurydice) [4] and classified as follows:

<table>
<thead>
<tr>
<th>Professional families (FP)</th>
<th>Professional families in Arts (Plastic Arts and Design)</th>
<th>Professional families in Sports (Sports Education)</th>
</tr>
</thead>
</table>

Published on [Eurydice](https://eacea.ec.europa.eu/national-policies/eurydice)
| Physical and Sport Activities | • Physical and Sport Activities  
• Management and Administration  
• Farming  
• Graphic Arts  
• Arts and Crafts  
• Commerce and Marketing  
• Building and Civil Works  
• Electricity and Electronics  
• Energy and Water  
• Mechanical Production  
• Hotel and Tourism Industry  
• Personal Image  
• Imaging and Sound  
• Food Industry  
• Extractive Industries  
• Computing and Communication  
• Installation and Maintenance  
• Wood, Furniture and Cork  
• Self-Propelled Vehicle Maintenance  
• Maintenance and Production Services  
• Maritime and Fishery  
• Chemistry  
• Health  
• Safety Environment  
• Socio-cultural and Community Services  
• Textiles, Clothing and Leather/Fur  
• Transport and Maintenance of Vehicles  
• Glass and Ceramics | • Arts applied to sculpture  
• Arts applied to clothing  
• Arts applied to books  
• Arts applied to the wall  
• Floral Art  
• Artistic ceramics  
• Graphic and audiovisual communication  
• Industrial Design  
• Interior Design  
• Artistic enamels  
• Art Jewellery  
• Artistic Textiles  
• Artistic glass  
• Athletics  
• Basketball  
• Handball  
• Diving  
• Winter Sports  
• Mountain Sports and Climbing  
• Fencing  
• Speleology  
• Football and Indoor Football  
• Horse riding  
• Judo  
• Canoeing  
• Rescue and First Aid  
• Sailing |

Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Educational Innovation and Research, Ministry of Education and Vocational Training) on the basis of current regulations.

There are advanced training cycles within the Dual Vocational Training [5] modality.
Admission requirements

Advanced VT

Access to, and admission to, advanced training cycles are highly flexible in order to allow the configuration of training paths adapted to personal needs and interests, as well as the transition from training to work and vice versa.

Access to advanced vocational training requires one of the following conditions:

- a baccalaureate diploma, or equivalent qualifications, or a certificate attesting the completion of all baccalaureate subjects
- a Technician [6] degree and having passed a specific training course for access to advanced training cycles in public or private centres authorised by the educational administration. This course has a minimum duration of 700 hours and is structured in two parts:
  - common: of instrumental character and in which at least the objectives of both Spanish and Foreign Language sections of the Baccalaureate programme are fully developed
  - specific: organised into at least two options: science and technology, and humanities and social sciences. Within each option, educational administrations must develop a minimum of two subjects.
- degree of Advanced Technician [6], Specialist Technician or equivalent
- having passed an entrance examination to advanced vocational training cycles:
  1. the basic configuration of this exam is regulated by the Ministry of Education, Culture and Sport. However, regional education authorities are in charge of the exams and of the specific preparatory courses
  2. students must be 19 (within the year they take the exam) or 18, if they already have an accredited Technician diploma in the same area of study as the programme for which they are applying
  3. it focuses on the general objectives of Baccalaureate, as well as on the specific knowledge required for the relevant vocational training cycle
  4. it is organised into two parts, a common and a specific one, which is designed taking the contents of the specific preparatory course as a reference framework. A candidate cannot sit the entrance examinations in more than one Autonomous Community in the same school year
  5. the results obtained both in the preparatory course and in the examinations have official validity nationwide
  6. the education authorities may regulate exemption from any of the two papers, in view of previous accredited training and qualifications of the candidate

- having passed a university entrance examination for students over 25
  - hold a university degree or equivalent.

Whenever the number of candidates applying exceeds the number of places available, the education
authorities may establish admission procedures. If the requested educational institution does not have enough places for all the candidates meeting access requirements, the education authorities must allocate places according to the following criteria:

- between 60% and 70% of the places are reserved for students with a Baccalaureate certificate
- between 20% and 30% of the places are held in reserve for students who have passed the access course
- between 10% and 20% of the places are reserved for students applying for admission through other channels
- if the places reserved are not covered in any of the options, places are allocated in proportion to the rest of reserved places.

The education authorities establish further priority criteria within each one of these criteria (within which the academic record is taken into account), as well as the tie-breaking procedure.

**Advanced vocational education in Plastic Arts and Design**

To access these studies it is necessary:

1. to hold one of the following qualifications:
   - a Baccalaureate diploma or a diploma declared equivalent
   - a diploma of Advanced Technician in Plastic Arts and Design or a diploma declared equivalent
   - a Bachelor’s degree in Applied Arts and Artistic Crafts corresponding to the 1963 study plan or experimental plan, or a degree declared equivalent
   - a diploma as a Specialist Technician or Advanced Technician in Vocational Training, or a diploma declared equivalent
   - a university degree or equivalent one.

2. take and pass a specific test, from which those with any of the following qualifications are exempt:
   - Advanced Technician degree in Plastic Arts and Design from a professional family related to the studies to be pursued, or a degree declared equivalent
   - Baccalaureate (Arts) or Experimental Artistic Baccalaureate degree
   - higher education degree in Plastic Arts and Design, in its different specialities, or other diplomas declared equivalent
   - higher degree in Conservation and Restoration of Cultural Heritage, in its different specialties
   - Bachelor's Degree in Fine Arts, Architecture or Technical Engineering in Industrial Design
   - the educational administrations regulate the exemption from this test for those who, being in possession of the established academic requirements, accredit having work experience of at least one year (either self-employed or employed) directly related to the professional competences of the training cycle they wish to access.
Anyone who wishes to access these courses and does not meet the established academic requirements may do so if he or she passes an access test and is at least 19 years old in the year in which the test is taken, or 18 years old if he or she holds a Technician degree related to the course to be pursued. This entrance exam consists of two parts:

- **general**: it covers the basic knowledge and skills of the Baccalaureate common subjects
- **specific**: aimed at assessing the artistic skills and knowledge necessary for the successful completion of the relevant courses
- the educational administrations regulate the exemption from this test for those who accredit having work experience of at least one year and directly related to the professional competences of the training cycle they wish to access. Those who have passed the university entrance exam for students over 25 years of age may also be exempted from the general part of the exam.

The educational administrations may establish a percentage of reserve places for those who access these courses and are exempt from taking the specific access test and for those who access and do not meet the academic requirements for access.

**Advanced vocational education in Sports**

To access these studies it is necessary:

1. hold one of the following qualifications:
   - a Baccalaureate diploma, or a diploma declared equivalent
   - an entrance exam replacing the Baccalaureate degree to access Advanced Vocational Education in Sports
   - second year in any Experimental Baccalaureate modality
   - a diploma as a Specialist Technician or Advanced Technician in Vocational Training, or a diploma declared equivalent
   - An Industrial Master’s degree or a diploma declared equivalent
   - university entrance examination for students over 25
   - a university degree or a diploma declared equivalent.

2. in addition to the previous requirement, the Sports Technician qualification in the corresponding sport modality or specialty.

In addition, educational administrations may require the candidate to pass a specific test or to own certain sport merits that may replace this test. The type of test and the merits are determined in the regulations governing each sports degree.

Anyone who wishes to access these courses and does not hold the ESO or Baccalaureate degree may do so by passing a specific test (on the contents of the common Baccalaureate subjects of the corresponding Autonomous Community). In order to take this test, a minimum age of 19 is required, as well as the title of Sports Technician in the corresponding sport modality or speciality, or 18 years when, in addition to the previous qualification, the person holds a Technician's degree related to the one he/she wishes to access.
A person who can accredit the condition of high level or high performance athlete is exempt from taking the specific test or from claiming sporting merits to replace it.

The educational administrations regulate the access tests, with at least one annual call, and can offer and schedule preparation courses for these tests for those students holding a Technician degree in Sports related to the studies to be pursued.

High level or high performance athletes are exempt from performing the specific exam or arguing sports merits to replace the test.

In public institutions, when there is concurrent competition in the admission process, the final qualification obtained by the holder of the Sports Technician diploma, in the corresponding modality or specialty, is used as the admission criterion. In addition, educational administrations establish the following percentages of reserved places:

- at least 5% for those who accredit some degree of disability
- at least 10% for high-performance athletes. High level athletes have priority in this quota
- at least 10% for those who accredit the access test replacing the ESO and Baccalaureate degrees
- at least 10% for those who accredit the validation of their Federation diploma.

**Curriculum**

The curriculum is determined by the different educational administrations that have competence in this field: the Government, through the Ministry of Education and Professional Training (MEFP) and the Ministry of Culture and Sport (MCD), the autonomous communities, through their regional education departments, and educational centres.

For the three types of education, the Government sets the objectives, skills, content, learning outcomes and evaluation criteria for the basic curriculum. The contents of the basic curriculum require 55% of school timetables for autonomous communities with a co-official language and 65% for those without one. The basic contents must comply with the requirements set out in the National Catalogue of Professional Qualifications.

The regulations for each qualification must include, at least, the following:

**Advanced VT:**

- identification of the qualification: name, length of the programme, professional branch or branches to which it is associated, level within the Spanish Qualifications Framework for Higher Education, and its correspondence with the relevant European qualification frameworks

- professional profile: general, social, personal and professional competences related; and an inventory of the professional qualifications and competence units [7] of the National Catalogue of Professional qualifications included in the programme

- working environment, which consist of, among other things, a list of jobs and positions associated with the qualification

- prospects within the relevant production sector or in other sectors

- programme: general objectives and configuration of the vocational modules: objectives,
assessment criteria, basic contents, pedagogical guidelines, minimum length and equivalent number of ECTS credits for the purpose of validation with other levels of the Spanish Qualifications Framework for Higher Education

- basic requirements for educational facilities: work spaces, minimum equipment according to the number of students, teachers’ qualifications and areas of specialisation
- equivalence between vocational modules and competence units for accreditation purposes
- validation, exemption and equivalence procedures
- information regarding requirements, according to current legislation, for professional practice
- branches or subjects of the Baccalaureate which may contribute to admittance in case of competitive admission procedures

**Advanced vocational education in Plastic Arts and Design:**

- identification of the qualification: name, level, length of the programme, professional branch and European reference
- professional profile: general competences in the degree, professional competences and, whenever it applies, the professional relevant qualifications from the National Catalogue of Professional qualifications included in the programme
- professional context
- minimum education organised into training modules and their study load
- numerical ratio teacher/student
- educational skills of the members of the Plastic Arts and Design Workshop teaching staff for the provision of minimum requirements and equivalences for teaching purposes
- validation and exemption procedures
- access to higher level programmes

**Advanced Vocational Education in Sports:**

- identification of the qualification: name, level, length of the programme, and European reference
- professional profile: general, social, personal and professional competences; and an inventory of the professional qualifications and competence units of the National Catalogue of Professional qualifications in the programme
- working environment, professional and sports related
- subjects: general objectives, common modules and specific modules
- list of modules that can be offered through distance learning
- access requirements: general and specific (or sport related merits)
- accreditation of specific requirements through sports experience
• correspondence of the modules and the specific requirements with the units of competence for their accreditation, and the academic volume they represent in relation to the duration of the degree

• sports teaching modules that can be recognised as part of a training programme

• teaching staff

• basic requirements for educational facilities and spaces

• validation, exemption and equivalence procedures

• access to university studies

• Relation with the certificates of professional experience

The education authorities and teaching centres may develop and extend, within the scope of their competences, their own additional dispositions for curriculum design in each training cycle, adapting them to the socio-economic, cultural and sports context of the region and to its prospects for economic and social development. This extension must refer to training associated with the qualifications and units of competence of the National Catalogue of Professional Qualifications, except in Sports Education in which it may also refer to training not associated with said qualifications and units of competence.

The Dual Vocational Training programme has the following features [5].

**Vocational modules in which each vocational training cycle is structured**

**Advanced VT**

They are organised into theoretical and practical knowledge areas, according to the expected outcomes in terms of different professional, social and personal competences. The modules may be associated or not to the different units of the National Catalogue of Professional Qualifications.

The training cycles include at least the following modules:

- **modules associated to competence units** from the National Catalogue of Professional Qualifications

- **professional training and guidance**: it includes information regarding learning and employment opportunities, labour organisation, business and corporate relationships, basic labour legislation, rights and obligations arising from labour relationships, as well as training on health and safety at work. All these contents are adapted to the individual characteristics of the relevant professional family or production sector

- **business skills and entrepreneurship**: it includes training on the mechanisms for the creation and basic management of companies, self-employment opportunities, social responsibility of companies, innovation and creativity in processes and labour procedures

- **work placement module**:

  1. it has no employment status

  2. it is aimed at completing the acquisition of the professional competences that have been attained in the training institutions. The placement also enables students to achieve
professional identity and maturity and to complete knowledge related to, among other areas, production and marketing issues, economic management and social and labour relationships within companies. Its goal is to facilitate labour insertion, to assess and put into practice the knowledge acquired by students during the training programme and to provide accreditation of actual work knowledge, which can only be verified in real working environments.

3. the education authorities decide at which point of the programme students can enrol in this module, depending on the specific characteristics of the training cycle, seasonality, job vacancies or availability of placement positions in companies.

4. the official regulations for each qualification establish the number of vocational modules which the student must have completed in order to apply for work placement. This module can be validated or subject to exemption, provided that candidates have at least one year of accredited working experience in the area, directly related to the qualification involved.

- **project module:**

1. it is a specific module within advanced vocational training
2. it is aimed at integrating the different abilities and knowledge included in the curriculum of all the modules that make up each training cycle. Students must complete a project which integrates all the technological and organizational variables related to the qualification
3. it is developed during the last stage of the training cycle and is evaluated after the work placement module has been completed.

- **additional modules which are not directly linked to competence units** of the National Catalogue of Vocational Qualifications.

They may have a variable duration.

They may be divided into shorter training units, in order to promote lifelong learning and contribute to reconcile training with other activities and responsibilities.

**Advanced vocational education in Plastic Arts and Design**

Organised in different training modules of variable length.

The training cycles include at least the following modules:

- training modules associated to professional profiles

- **professional training and guidance:** it includes training about management, financial aspects, and basic labour legislation that may affect the professional activity in the relevant sector, as well as opportunities for learning, lifelong learning, access to the labour market or labour reinsertion.

- **practical training in companies, studies and workshops:**

1. it has no employment status
2. it is aimed at developing the necessary socio-labour skills in a real working environment.
3. the educational authorities determine the moment to carry out and evaluate this module according to the characteristics of each qualification

- **integrated project:**

1. specific to advanced vocational training cycles

2. its aim is for students to be able to integrate, apply and assess the specific knowledge, skills and abilities of their speciality through the formulation and implementation of a project with technical rigour, plastic culture, artistic expression and aesthetic sensitivity, taking into account its possibility of implementation and feasibility.

**Advanced vocational education in Sports**

Organised in different training modules of variable length. Modules are classified into:

- **common:** constituted by the training related to sports initiation, sports technification and high performance, as well as to the knowledge inherent to sports education.

- **specific:** constituted by the training related to technical, organizational or methodological aspects of the sport modality or speciality itself

- **practical training:**

1. made up of the training part associated with the skills that need to be completed in the real sporting and professional environment

2. the legislation regulating each qualification determines the common and specific modules that must be passed to start this module

- **final project:** based on the sport modality or speciality studied.

**Teaching methods**

**Advanced vocational training**

The education authorities are responsible for carrying out the following actions in educational institutions providing advanced vocational training:

- promote pedagogical, organisational and managerial autonomy

- encourage teacher teamwork

- foster the development of training, research and innovation plans, as well as any other action which may contribute to the continuous improvement of training processes.

Educational institutions must bear in mind the specific characteristics of their student population, as well as their expectations and the training possibilities available in the area, especially regarding the work placement module, in order to provide them with adequate opportunities to acquire the competences of the relevant qualification.
The teaching methodology of vocational training must integrate the relevant scientific, technological and operational features relevant in each case, so as to provide students with a global vision of the production processes involved in the professional field concerned.

As far as **advanced vocational training for adults** is concerned, both the organisation and the teaching methodology must be open and flexible, based on self-learning, in order to allow adults to enrol in this type of provision, making it compatible with their family and/or work responsibilities.

Training programmes must be **adapted to cater for students with special educational needs**, so as to guarantee their permanence and progress within the programme.

**Advanced vocational education in Plastic Arts and Design**

The teaching methodology in these programmes must integrate the artistic, scientific, technical, technological and operational features relevant in each case, so as to provide students with a global vision of the production processes involved in the professional field concerned.

**Advanced vocational education in Sports**

The training of Sports Technicians must foster the integration of scientific, technical, technological and operational and organisational features relevant in each case, as well as a global vision of the requirements of any sports models in which they may need to intervene.

**Progression of students**

In Advanced VT cycles, in Plastic Arts and Design and Sports programmes, students are given a maximum of four opportunities to pass each vocational module, except for the FCT module (in VT), the work placement, studies and workshops module (in Plastic Arts and Design), and the practical training and final project modules (in Sports Education), where students only have two opportunities.

Exceptionally, the education authorities may:

- organise extraordinary official examination calls for those students who have already used up the four regular opportunities to pass the module due to illness, disability or any other personal circumstances which may have hindered normal progress in their studies.

- determine:
  - the time at which students have to take the work placement module in each training cycle
  - the vocational modules that students must have passed in order to take the FCT module (in VT), the work placement, studies and workshops module (in Plastic Arts and Design), and the practical training and final project modules (in Sports Education)

- all those requirements that they consider necessary for the implementation of the training cycle. Thus:
  - in vocational training the professional project module is evaluated once the professional FCT module has been completed
  - in Plastic Arts and Design programmes, the passing of the first course requires for students to have obtained a positive evaluation in a number of modules with a total teaching load of at least 75% of the course.
Employability

The aim of the structure of vocational training of the education system is that training programmes and qualifications respond to the needs of the knowledge society, based on competitiveness, employability, labour mobility and the promotion of social integration and cohesion, adapting to the interests and abilities of individuals.

To this end, the following aspects are taken into account:

- the socio-economic reality
- citizens' own expectations
- the training demand
- economic and social development prospects
- the need to respond to individuals' qualification needs.

In order to adapt training offer to social and economic needs, the Labour and Education Authorities in each regional government must promote the participation of all stakeholders in this type of provision, by establishing the necessary participation mechanisms and bodies in which all the different social agents can be adequately represented.

Among the functions assigned to these bodies, we must include the analysis and detection of general and specific training needs of companies and workers in their area, so as to communicate these needs to the relevant education and labour authorities, in order for them to be incorporated into the planning of training provision.

The objective is to provide citizens with the training required by the production system, and to adapt vocational training provision to the real needs of the labour market, so as to guarantee the employability of the persons enrolled in this type of programmes.

It is essential to collaborate with companies, corporations, business organisations and self-employed professionals, especially in areas related to emergent, growing and innovative business areas.

The collaboration must be materialised in aspects such as:

- curricular structure of the training cycles, with professional modules:
  - FCT and project module in the case of VT
  - the work placement, studies and workshops, and integrated project modules in Plastic Arts and Design
  - the practical training and final project modules in Sports Education
  - the professional training and guidance module in Plastic Arts and Design
  - vocational modules are carried out directly in working premises, so as to guarantee up-to-date equipment and facilities for this type of training
  - use of equipment and facilities within educational institutions by companies, provided that they do not interfere with regular training and educational activities
  - promotion of collaboration projects between higher vocational training institutions, universities
and companies from the relevant production system.

The goal of dual vocational training (VT) in Spain is for workers to become professionally qualified through work-linked training schemes which combine work in companies with training within the framework of the education system, which result in a real immersion into the working environment. For more information, see Work-linked training [8].

Student assessment

Student assessment in vocational training, in Plastic Arts and Design and Sports programmes, is carried out in each of the vocational modules, according to:

- the objectives established as educational outcomes in VT, and as abilities, skills and competences in Plastic Arts and Design
- the assessment criteria for each of these modules
- the general objectives of the whole training cycle.

In the evaluation of the FCT module (in VT), of the practical training in companies, studies and workshops module (in Plastic Arts and Design) and of the practical training module (in Sports Education) the tutor of the company where the module is developed collaborates with the tutor of the educational centre.

In each of the professional modules the students receive a numerical grade of 1 to 10 (Vocational Training and Sports Education) or from 0 to 10 (Plastic Arts and Design), with a minimum grade of 5 being necessary to pass the module.

The FCT module (VT), the practical training in companies, studies and workshops module (Plastic Arts and Design) and the practical training module (Sports Teaching) are graded as 'passed' or 'failed'.

The final mark for each training cycle is:

- In VT the average mark with two decimal positions. The final grade obtained in a vocational module can be transferred to another training cycle including the same module.

- in Plastic Arts and Design and in Sports Education programmes, the arithmetic average of the weighted average grades obtained in the different modules comprising the programme, with two decimals. Modules that have been subject to validation and/or exemption are not taken into account in this calculation.

Passing any of these courses requires the positive evaluation of all the modules that comprise them.

Certification

Students who complete an advanced cycle:

- in VT obtain an Advanced Technician certificate in the corresponding speciality

- in vocational education programmes in Plastic Arts and Design obtain the Advanced Technician in Plastic Arts and Design certificate in the corresponding speciality

- in Sports Education obtain Sports Education Advanced Technician certificate in the
corresponding sport modality and, when it applies, in the relevant speciality.

These diplomas provide accreditation of the competences included in the relevant professional profile, together with working, social and personal competences, as well as with professional qualifications and competence units.

they are official and valid throughout the national territory.

These certificates in:

- advanced vocational training certificates are included in the National Catalogue of Professional Qualifications
- vocational education in Plastic Arts and Design are included in the National Catalogue of Professional Qualifications in Plastic Arts and Design
- sports education are included in the National Catalogue of Professional Qualifications in Sports Education
- these Catalogues are continuously updated by the Ministry of Education, Culture and Sport.

According to the International Standard Classification of Education established by the UNESCO, the Advanced Technician certificate belongs to ISCED level 5B.

Holders of each of these degrees are entitled to:

- direct access to university Bachelor programmes, in accordance with current regulations for admission to university
- in the case of the Plastic Arts and Design Advanced Technician certificate, direct access to higher education programmes in Design, Plastic Arts, and Conservation and Restoration of Cultural Heritage
- these qualifications are designed to meet the needs of the professional skills required by the various productive sectors and correspond to the economic and sports development at national, regional and local level.

Students holding an Advanced Technician certificate may obtain the Bachillerato certificate if they pass the final evaluation of Bachillerato in relation with the subjects from the set of core subjects of the branch chosen. The final mark for Bachillerato will be the grade obtained in such evaluation.

Examinations leading to the award of the Advanced Technician certificate

- it is an alternative option to classroom-based or distance provision
- they are intended for persons who already possess a considerable training in a specific professional field but have no official qualifications, and who are able to plan their own learning activity without assistance. Candidates are allowed to take a single final examination for each programme module
- they are held at least once a year by regional education authorities, and the assessment is carried out independently for each vocational module
- the contents of the examination refer to the curriculum of each training cycle
candidates must be at least 20 years old and meet some of the admission requirements for advanced vocational training

candidates can be 19 provided they hold the Technician certificate

the education authorities have to ensure equal opportunities, non-discrimination and universal accessibility for people with disabilities who sit these examinations.

**Academic certificate**

Students who have not successfully finished all the modules in each training cycles at this level may apply for it.

It specifies the completed vocational modules, as well as the relationship between these ones and the corresponding competence units accredited in the National Catalogue of Professional Qualifications.

Students who register partially in some specific vocational modules can apply for these academic certificates, which are issued by the education authorities, specifying those modules the student has already passed, so as to allow them to accumulate the training required to obtain a diploma or a [certificate of professional experience](#). [9]

They have official validity nationwide, must be printed in official standard forms, and must include, at least, the following details:

- personal information
- specific information about the training cycle
- information about the educational institution where the programme has been carried out
- last grade obtained in each vocational module, specifying the year and the order of the official call for examinations
- final mark in case studies have been completed
- admission requirements.

**Certificate of professional experience**

It is issued by the employment authorities at the request of the person concerned.

It states the vocational modules completed by the student and provides accreditation for the competence units associated to them.

**Vocational module certificate**

Competence units may also receive accreditation without having necessarily completed the vocational modules to which they are associated. In that case, the certificate is only valid for the territorial area of competence of each regional government.
On completion of all the competence units, applicants are entitled to a certificate on the corresponding vocational module, which is the minimal unit for accreditation valid at national level.

Those students who have received an accreditation for the competence units of the National Catalogue of Professional Qualifications are allowed to validate the vocational modules associated to them, according to the regulations for each advanced vocational training qualification.

In order to increase workers’ possibilities to improve their qualifications, a new procedure has been established for the evaluation and accreditation of professional competences acquired by means of working experience or through non-formal education.

This accreditation allows beneficiaries to fulfil admission criteria for other types of provision or to receive recognition for specific subjects or components within a programme. Among them, any of the vocational modules in which advanced vocational training qualifications are structured, thus improving the opportunities of applicants to obtain an Advanced Technician certificate. For more information, see Validation of non-formal and informal learning [10].

The MEFP has regulated the recognition of studies among the different higher education degrees. For further information, see Relations and validations among higher education degrees [11].

**Relationships and recognition between higher education certificates**

**Advanced vocational training**

- Validations:
  - anyone who has officially accredited a unit of competence that forms part of the National Catalogue of Professional Qualifications is considered to have validated the professional modules corresponding to that unit
  - the Professional Training and Guidance module of any vocational training qualification may be validated provided that it is proven to have been passed
  - the validated professional modules are graded with a 5, for the purpose of obtaining the average grade.
  - Exemptions: the total or partial exemption of the professional module of Work Centre Training (FCT) can be determined through the recognition of professional competences acquired through work experience, provided that a full-time work experience of one year, related to the respective professional studies, is accredited.

**Vocational education in Plastic Arts and Design**

- Validations:
  - training modules common to several training cycles may be validated, provided they have the same name, duration, objectives, contents and evaluation criteria, in accordance with the standard governing each title
  - the MEFP, after consulting the educational administrations, can regulate the validations between training modules with different denomination but with similar
• the modules that are validated appear in the student's academic record with the expression 'validated'.

• Exemptions:

• exemption from training modules and from the phase of practical training in enterprises, studies and workshops may be determined on the basis of their correspondence with work practice - provided that at least one year of experience relating to knowledge, skills and abilities and, where appropriate, units of competence, specific to the modules and/or the specific professional practice of the relevant training cycle - can be demonstrated.

• the training modules and the practical training phase that are the subject of the exemption appear in the student's academic record with the expression 'Exempt'.

Organisational variation

Advanced vocational training

Advanced vocational training provision must be flexible in order to allow students to combine training, work and other types of activities. Therefore, students may enrol in complete programmes, in individual components or in distance education.

The education authorities and the Ministry of Education, Culture and Sport have undertaken the responsibility of promoting distance vocational training, giving priority to growing economic sectors or to those which are currently generating employment. The two administrations, in collaboration, design the materials required for these programmes.

Along the same lines, a system of online Vocational Training [12] has been developed. It allows to:

• enrol in advance vocational training cycles

• engage in the additional training required by applicants whose professional competences acquired through work experience have been evaluated and accredited, in order to obtain the Advanced Technician certificate

• complete the vocational modules associated to the different competence units of the National Catalogue of Professional Qualifications, as part of the training which can be accumulated towards obtaining an Advanced Technician certificate

• enrol in courses leading to access vocational training programmes

• find information about the different distance training possibilities provided by the education authorities.

As far as the educational institutions organising online courses are concerned, the education authorities are responsible for implementing the necessary measures in order for these centres to have the required facilities, equipment, resources, teachers and materials to
guarantee training quality.

Any institution which organises this type of provision must be duly authorised, except public centres specifically devoted to distance training.

In distance advanced vocational training, students are required to take in-class examinations in approved centres in order to receive a final mark for each of the vocational modules. This evaluation is designed according to the different student assessment procedures employed throughout the programme.

**Advanced vocational education in Sports**

The offer of sports education can be made more flexible in order to make studies compatible with other sports, work or other activities, mainly for adults and high performance athletes. For this purpose programmes can be offered:

- fully or partially, in blocks or modules
- in the form of face-to-face or distance learning
- by means of extraordinary temporary distribution of modules of the specific block and of the common block as a whole
- with special offers for specific groups.

The Sports Council (Consejo Superior de Deportes, CSD) may promote collaboration agreements with the Spanish Sports Federations and the educational authorities:

- to make specific offers of sports education aimed at high-performance athletes and those included in sports technology programmes
- to create specific offers of sports education when the circumstances of supply and scattered demand make this advisable

The educational authorities may also establish agreements so that the courses of the common group may be offered in one centre, whatever the modality, and the rest of the courses in a different public or private centre.

With regard to distance learning, the modules of the common group can be offered, as well as other modules provided for in the regulations governing each degree. The final evaluation for each module studied in this modality requires the passing of face-to-face tests, which will be carried out as part of the continuous evaluation process. The maximum number of calls is the same one established for the face-to-face modality.

The education authorities are responsible for implementing the necessary measures in order for these centres to have the required facilities, equipment, resources, teachers and materials to guarantee training quality. Any institution which organises this type of provision must be duly authorised for on-site teaching, except public centres specifically devoted to distance training.