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The Spanish process of recognition, validation and accreditation of professional competences acquired by experience in labour contexts

«OBSERVATORY OF VALIDATION OF PROFESSIONAL COMPETENCES»

Dr. Luis Carro, Universidad de Valladolid

luis@observal.es

Granada, 16th February 2016

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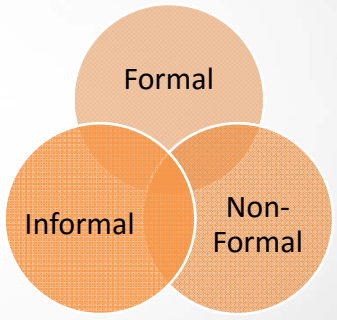
Recognition of prior learning

Recognition of prior learning means the validation of learning outcomes, whether from formal education or non-formal or informal learning, acquired before requesting validation.



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European Commission
Observal
Europa
Spain
validación
competencia
reconocimiento
aprendizajes
experiencia
saberes
acreditación

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acreditación

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Aims of the Observatory

1. To provide relevant information on the validation and accreditation of competencies in Spain.
2. To analyze existing calls and the development of the procedures followed in the different regions of Spain.
3. To produce reports of competence accreditation processes.
4. To promote training and research in the field of lifelong learning.
5. To contribute for improving its implementation as well as to report about the Spanish experience to member countries of the European Union.

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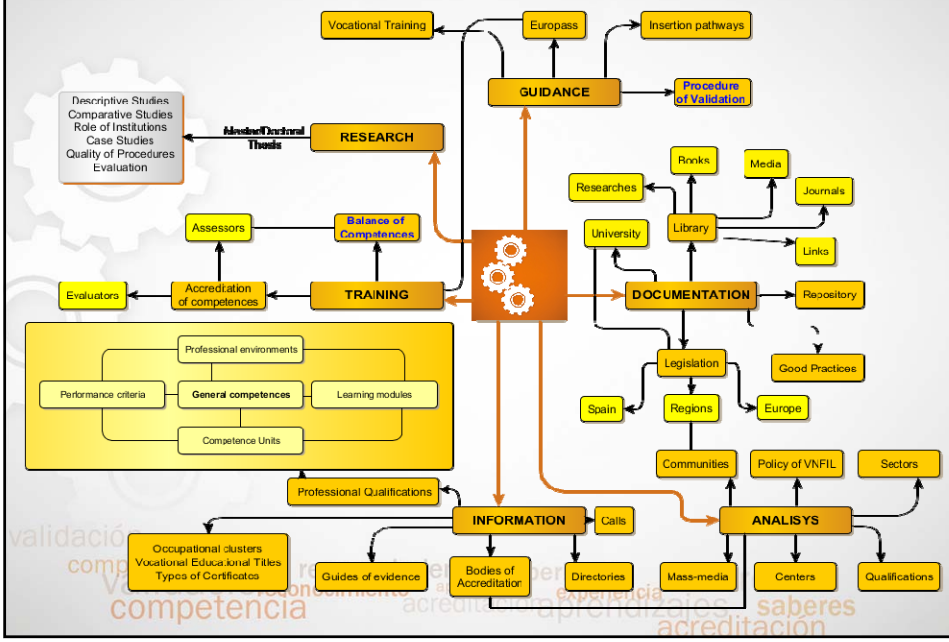

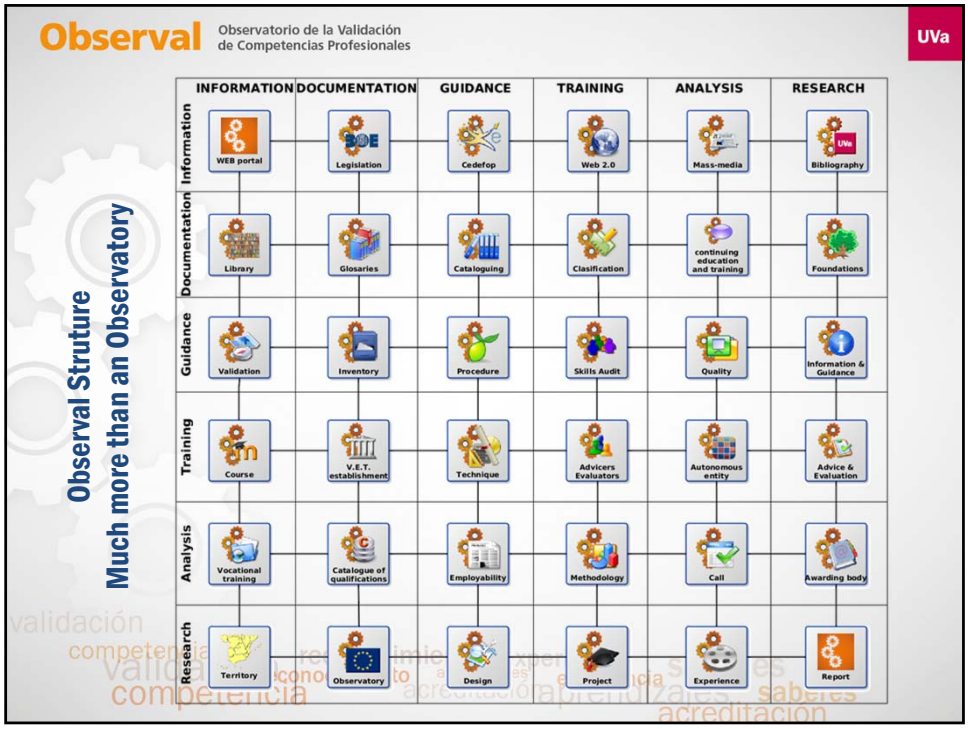
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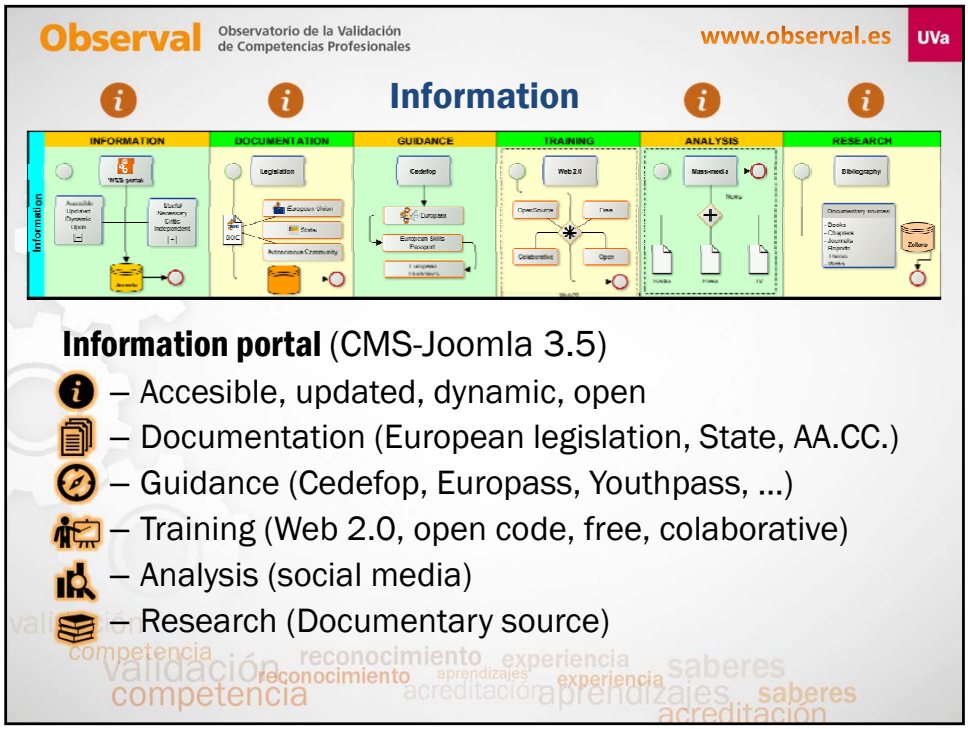
Much more than an Observatory
INFORMATION
DOCUMENTATION
GUIDANCE
TRAINING
ANALYSIS
RESEARCH
Information
Documentation
Guidance
Training
Analysis
Research
WEB portal
Legislation
Cedefop
Web 2.0
Mass-media
Bibliography
Library
Glosaries
Cataloguing
Clasification
continuing education and training
Foundations
Validation
Inventory
Procedure
Skills Audit
Quality
Information & Guidance
Course
V.E.T. establishment
Technique
Advicers Evaluators
Autonomous entity
Advice & Evaluation
Vocational training
Catalogue of qualifications
Employability
Methodology
Call
Awarding body
Territory
Observatory
Design
Project
Experience
Report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UVa
Information
INFORMATION
DOCUMENTATION
GUIDANCE
TRAINING
ANALYSIS
RESEARCH
Information
Information portal (CMS-Joomla 3.5)
– Accesible, updated, dynamic, open
– Documentation (European legislation, State, AA.CC.)
– Guidance (Cedefop, Europass, Youthpass, ...)
– Training (Web 2.0, open code, free, colaborative)
– Analysis (social media)
– Research (Documentary source)

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Portal of Information

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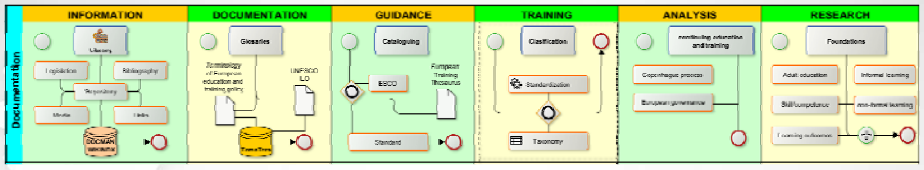
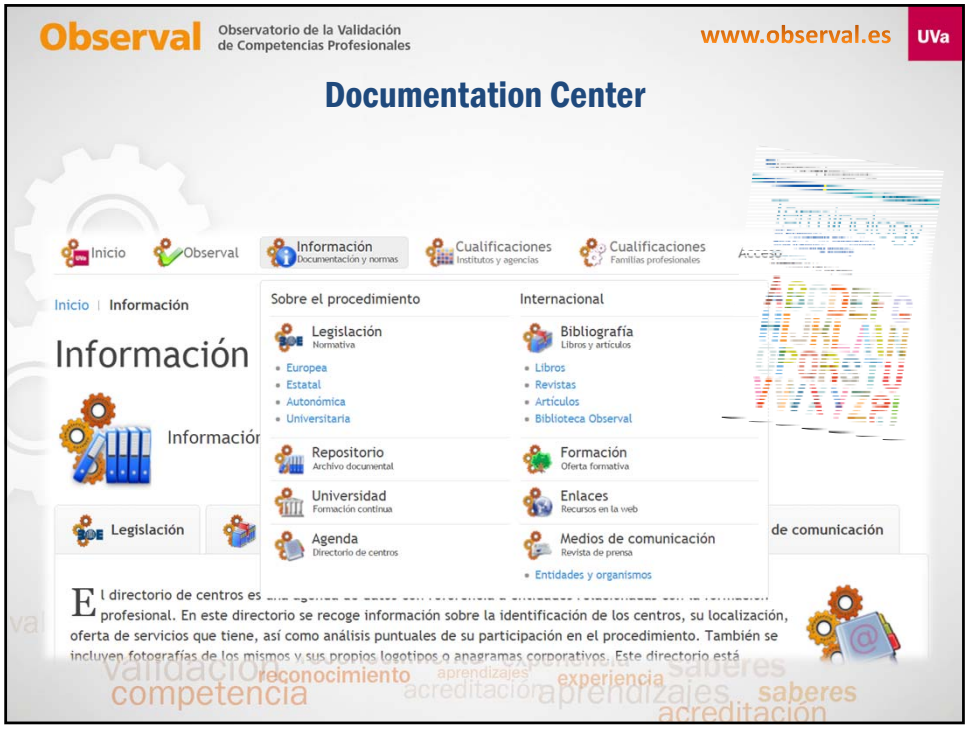
Documentation



Documentation Center

- – Library (legislation, document repository, links…
- – Glosaries, terminologies (Europe, UNESCO, ILO)
- – Catalogues (ESCO, European Training Thesaurus)
- – Classification (standardization & taxonomies)
- – Education and continuous training
- – Lifelong learning foundamentals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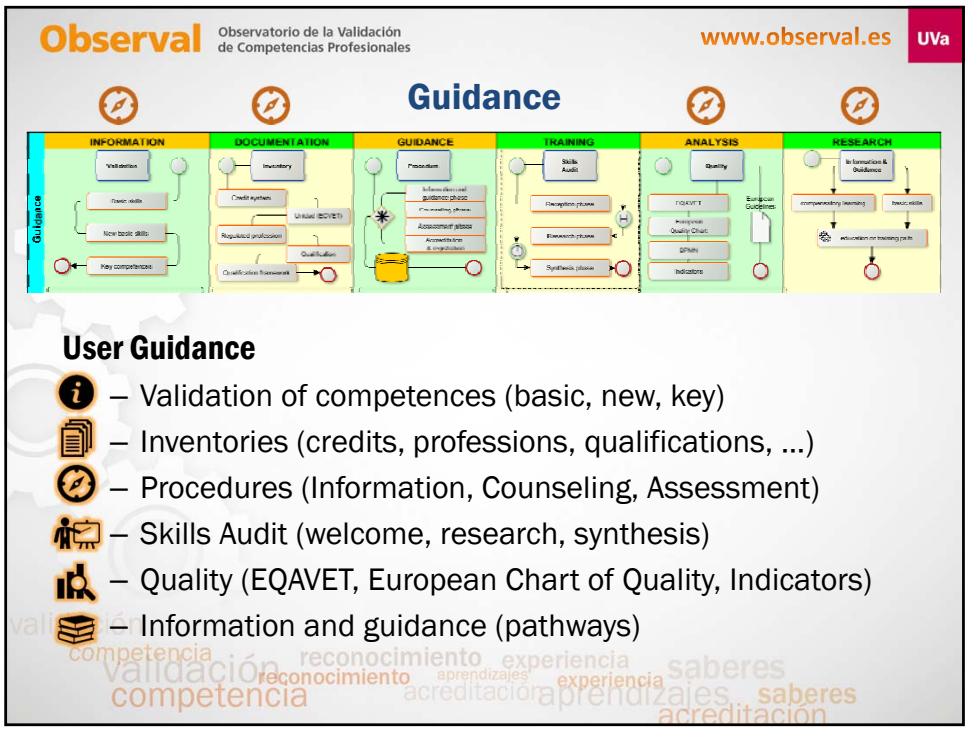
Documentación y normas
Cualificaciones
Institutos y agencias
Cualificaciones
Familias profesionales
Inicio | Información
Información
Sobre el procedimiento
Legislación
Normativa
Europea
Estatal
Autonómica
Universitaria
Repositorio
Archivo documental
Universidad
Formación continua
Agenda
Directorio de centros
Internacional
Bibliografía
Libros y artículos
Libros
Revistas
Artículos
Biblioteca Observal
Formación
Oferta formativa
Enlaces
Recursos en la web
Medios de comunicación
Revista de prensa
Entidades y organismos
Legislación
de comunicación
El directorio de centros es
profesional. En este directorio se recoge información sobre la identificación de los centros, su localización, oferta de servicios que tiene, así como análisis puntuales de su participación en el procedimiento. También se incluyen fotografías de los mismos y sus propios logotipos o anagramas corporativos. Este directorio está
validación
competencia
reconocimiento
aprendizajes
acreditación
experiencia
saberes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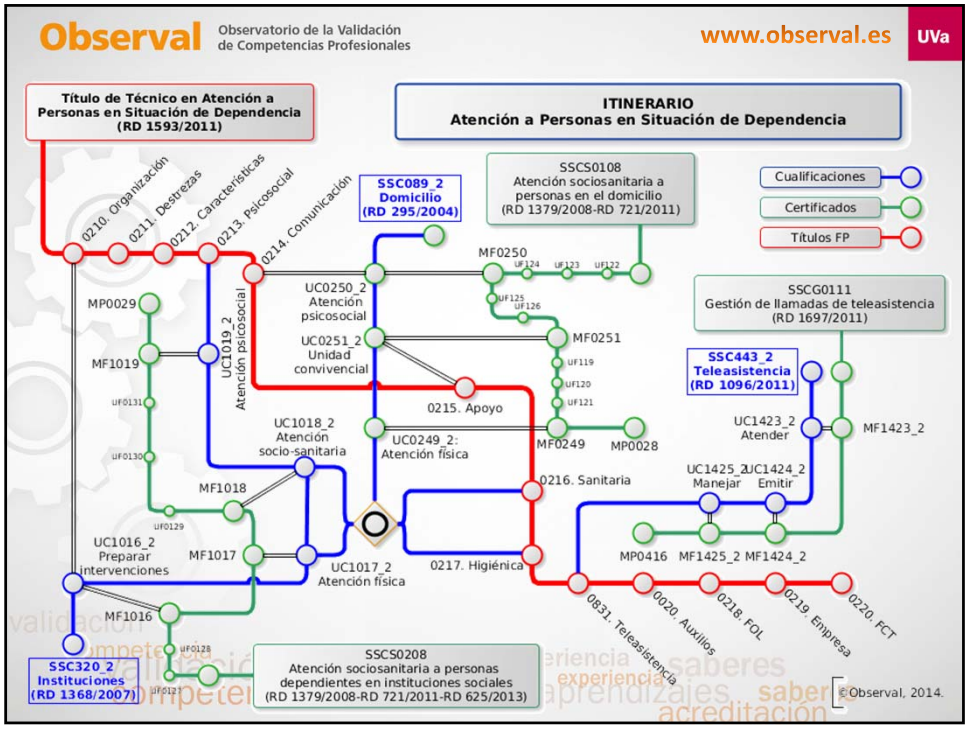
Guidance
INFORMATION
DOCUMENTATION
GUIDANCE
TRAINING
ANALYSIS
RESEARCH
Guidance
User Guidance
– Validation of competences (basic, new, key)
– Inventories (credits, professions, qualifications, …)
– Procedures (Information, Counseling, Assessment)
– Skills Audit (welcome, research, synthesis)
– Quality (EQAVET, European Chart of Quality, Indicators)
– Information and guidance (pathways)
competencia
validación
reconocimiento
aprendizajes
acreditación
experiencia
saberes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Título de Técnico en Atención a Personas en Situación de Dependencia (RD 1593/2011)
ITINERARIO
Atención a Personas en Situación de Dependencia
SSCS0108
Atención sociosanitaria a personas en el domicilio (RD 1379/2008-RD 721/2011)
Cualificaciones
Certificados
Títulos FP
SSC089_2 Domicilio (RD 295/2004)
0210. Organización
0211. Destrezas
0212. Características
0213. Psicosocial
0214. Comunicación
MF0250
UC0250_2 Atención psicosocial
UC0251_2 Unidad convivencial
UC1019_2 Atención psicosocial
MP0029
MF1019
MF0251
SSCG0111
Gestión de llamadas de teleasistencia (RD 1697/2011)
SSC443_2 Teleasistencia (RD 1096/2011)
0215. Apoyo
UC1018_2 Atención socio-sanitaria
UC0249_2: Atención física
MF0249
MP0028
UC1423_2 Atender
MF1423_2
UC1425_2 Manejar
UC1424_2 Emitir
0216. Sanitaria
MF1018
UC1016_2 Preparar intervenciones
MF1017
UC1017_2 Atención física
0217. Higiénica
MP0416
MF1425_2
MF1424_2
MF1016
0831. Teleasistencia
0020. Auxilios
0218. FOL
0219. Empresa
0220. FCT
SSC320_2 Instituciones (RD 1368/2007)
SSCS0208
Atención sociosanitaria a personas dependientes en instituciones sociales (RD 1379/2008-RD 721/2011-RD 625/2013)
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Faculty of Education & Social Work
Team-work and social network
Social and Community Integration
Human & Material Resources
Bilan de Compétences

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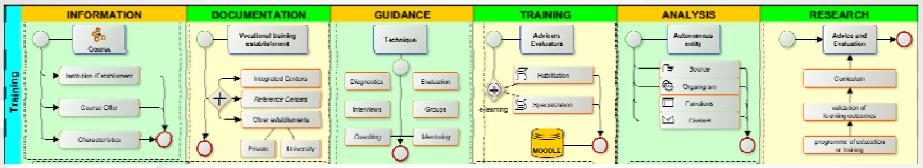
Training



Courses

- – Institutions and offer (characteristics)
- – Centers (integrated, reference, university, …)
- – Techniques (diagnostic, evaluation, coaching, mentoring)
- – Guidance, Assessors & Evaluators (qualification)
- – Entities (Origin, Organization, Functions)
- – Assessment and evaluation (validation of learning)

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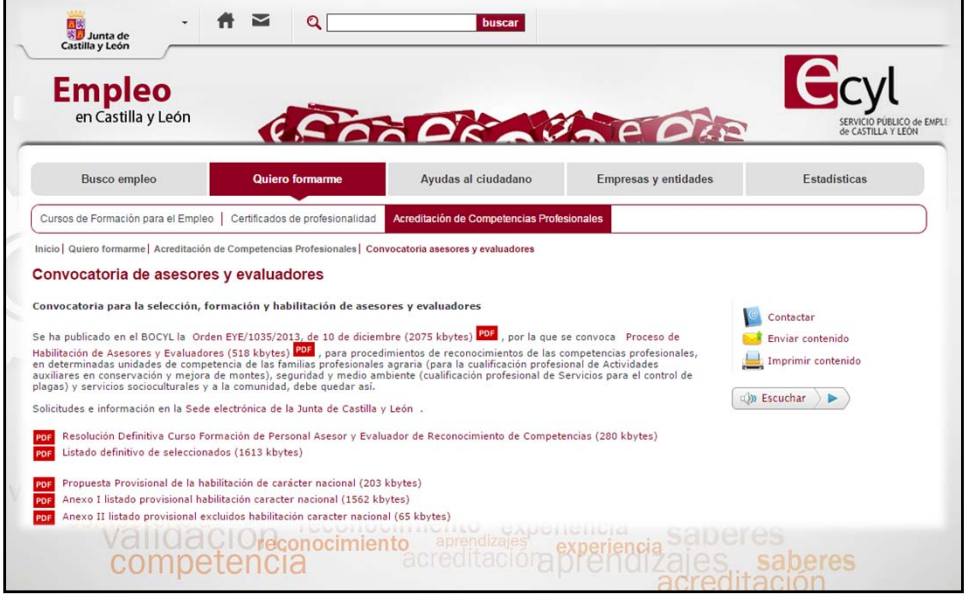
Training of Advicers & Evaluators



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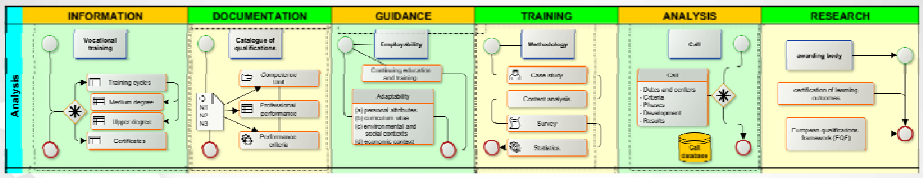
Analysis



Analysis of calls for accreditation

- – Vocational Education and Training for Employment
- – Catalog of qualifications (units of competence)
- – Employability (lifelong learning, adaptability)
- – Methodology (case studies, surveys, statistics)
- – Call (characteristics and conditions)
- – Accreditation bodies (learning outcomes, EQF)

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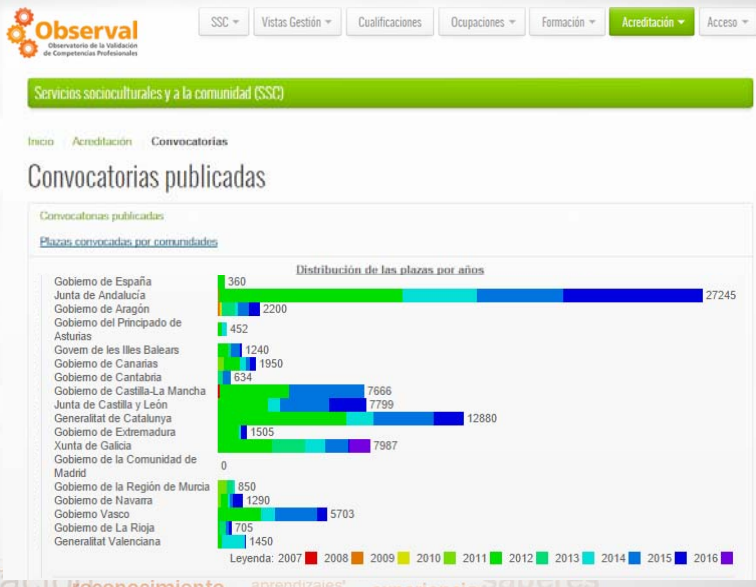
Analysis of calls for accreditation



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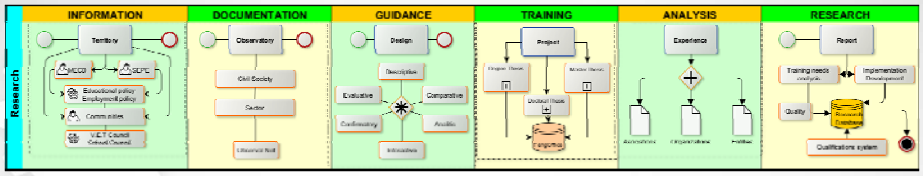
Research



Research results

- – Educational and employment policy (MECD, SEPE, CCAA)
- – Observatories of civil society (Observat-Net)
- – Designs and research approaches
- – Research projects (bachelor, master, doctorate)
- – Experiences (associations, organizations, institutions)
- – Reports (needs analysis, practical initiatives)

competencia reconocimiento experiencia saberes validación aprendizajes acreditación

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Reports

Liga española de la educación
De Utilidad Pública
«La construcción de sociedades que aprenden: El proceso del reconocimiento y la acreditación de competencias en España y su relación con colectivos desfavorecidos»

Junta de Castilla y León
«Prospectiva de cualificaci
acreditaciones profesionale
sectores productivos Castilla y León»

competencia reconocimiento experiencia saberes validación aprendizajes acreditación

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validación competencia reconocimiento experiencia saberes aprendizajes acreditación

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CONGRESO INTERNACIONAL
OBSERVAL 2015
CUALIFICACIONES PROFESIONALES
Y ACREDITACIÓN DE COMPETENCIAS

VALLADOLID
8, 9 y 10 de abril de 2015
Campus Miguel Delibes
www.observal2015.com

Organiza: Observal Observatorio de la Validación de Competencias Profesionales

Universidad de Valladolid
Paseo de Belén, 1 - Valladolid - Spain

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European Union

validación competencia reconocimiento experiencia saberes aprendizajes acreditación

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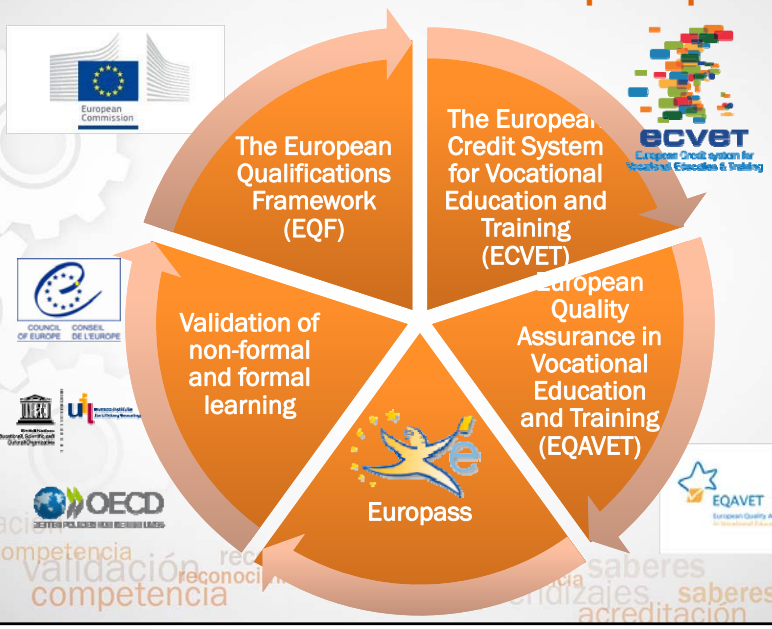
Common EU instruments and principles



validación competencia reconocimiento experiencia saberes aprendizajes acreditación

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CEDEFOP European Centre for the Development of Vocational Training

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Analysing policy

CEDEFOP European Centre for the Development of Vocational Training

- 2002 Copenhagen declaration
- Maastricht, Helsinki, Bordeaux communiqués
- Bruges communiqué

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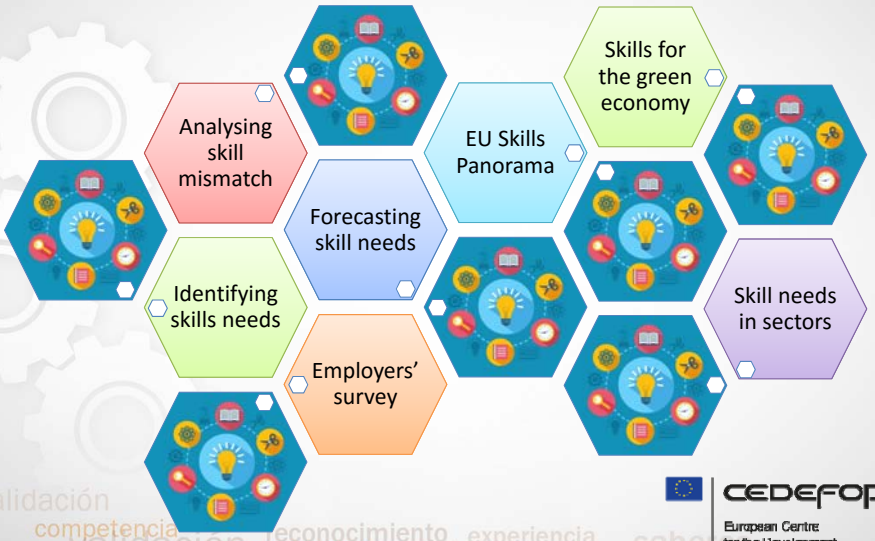
Identifying skills needs



CEDEFOP European Centre for the Development of Vocational Training

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Developing lifelong learning

1. Adult training
2. Apprenticeships in work-based learning
3. Assessing VET's benefits
4. Early leaving from education and training
5. Lifelong Guidance
6. Teachers and Trainers' professional development
7. **Validation of non-formal and informal learning**

CEDEFOP European Centre for the Development of Vocational Training

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Understanding qualification

The European Qualifications Framework (EQF)

The European Credit System for Vocational Education and Training (ECVET)

Europass

European Quality Assurance in Vocational Education and Training (EQAVET)

Validation of non-formal and formal learning

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Europa

Inventory

Europass

Guidelines

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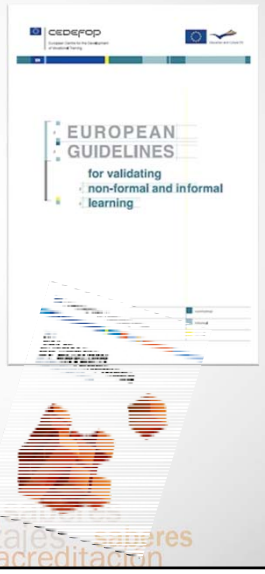
Validation of non-formal and formal learning

- Common European principles on identification and validation of non-formal and informal learning (2004).
- European Inventory (2004, 2005, 2008, 2010, 2014).
- European Guidelines on validation of non-formal and informal learning (2009).
- Council Recommendation on the validation of non-formal and informal learning (20 December 2012).
- Observal-net (2013).
- European Guidelines on validation of non-formal and informal learning (2015).



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

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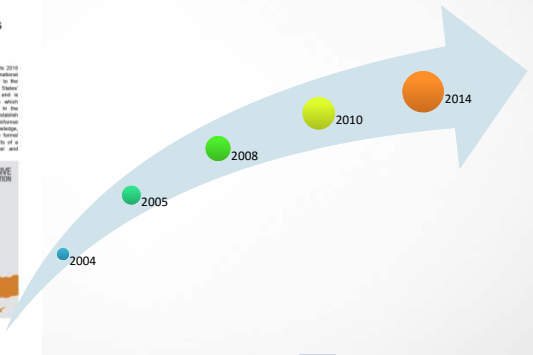
European Inventory



CEDEFOP European Centre for the Development of Vocational Training

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europass

"Five documents to make your skills and qualifications clearly and easily understood in Europe"

1. **European Skills Passport**
   - Give a comprehensive picture of your skills and qualifications.
2. **Language Passport**
   - A self-assessment tool for language skills and qualifications.
3. **Europass Mobility**
   - A record of skills acquired during a learning experience in a European country.
4. **Certificate Supplement**
   - A description of skills acquired by holders of vocational training certificates.
5. **Diploma Supplement**
   - A description of skills acquired by holders of higher education degrees.

europass

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European guidelines for validating non-formal and informal learning

2004 2009 2015

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COUNCIL RECOMMENDATION of 20 December 2012 on the validation of non-formal and informal learning

- Member States, education and training institutions, social partners and other relevant stakeholders have been invited to intensify work in this area and, by 2018, put in place appropriate national arrangements allowing individuals to value and make visible the outcomes of learning:
  - at work,
  - at home,
  - during leisure time, and
  - in voluntary activities.

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Research on validation of competencies

Reports about the procedures in Spain

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European guidelines for validating non-formal and informal learning

Yes

> Increased visibility

> Catalyst for national developments

> Increases available resources for experimentation

> Builds up a knowledge base of methods and practises

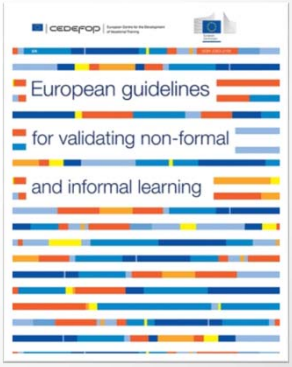
No

< Lack of political commitment

< Lack of clear and shared objectives

< Lack of monitoring

< Lack of continuity; project based approach



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Basic principles of validation processes

- Voluntary process
- Equality & Equity
- Respect to intimacy of people
- Respect to the people rights

Individual Rights

- Establishment of validation systems
- Quality assurance system
- Information, Guidance and Advice to People

Obligations of the stakeholder

Fiability & Confidence

- Justice & Transparency in the processes
- Quality assurance of processes

Credibility & Legitimacy

- Impartiality
- Respect to legitimate interests
- Participation of people
- Avoid of conflict of interest
- Professional Competence of evaluators

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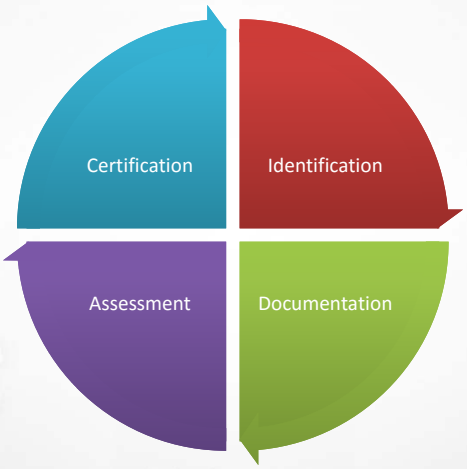
The four phases of validation



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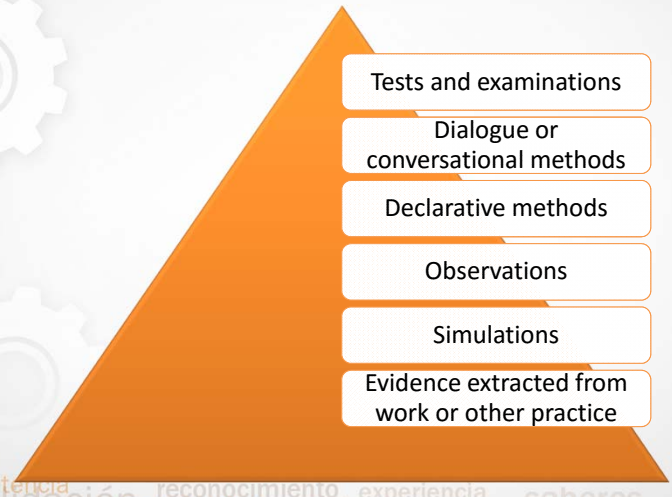
Tools for extracting evidence



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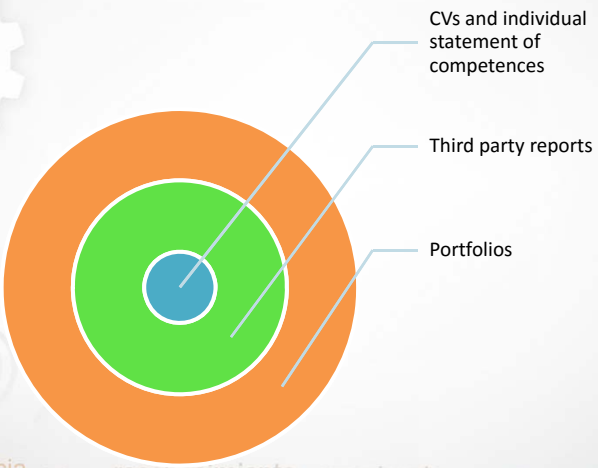
Tools for presenting evidence



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Developing and implementing validation: interrelationships

Clarify the purpose of the validation initiative.

Identify how the initiative responds to the interests of the individual citizen.

Identify how the initiative responds to the interests of the individual citizen.

Take steps to coordinate relevant stakeholders to avoid fragmentation and ensure a coherent approach.

Ensure the visibility and sustainability by linking arrangements to national qualifications frameworks.

Strengthen the value and currency of validation outcomes by referring to the same or equivalent standards as those used for formal education.

Strengthen the trust in and credibility of validation by linking to quality assurance arrangements.

Take steps to strengthen the profesional competences of validation practitioners.

Systematically reflect on the role of validation in different sectors -as well as on the relationship between validation arrangements in these sectors.

Clarify the tools and instruments to be used for identification, documentation and assessment of learning.

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The case of Spain

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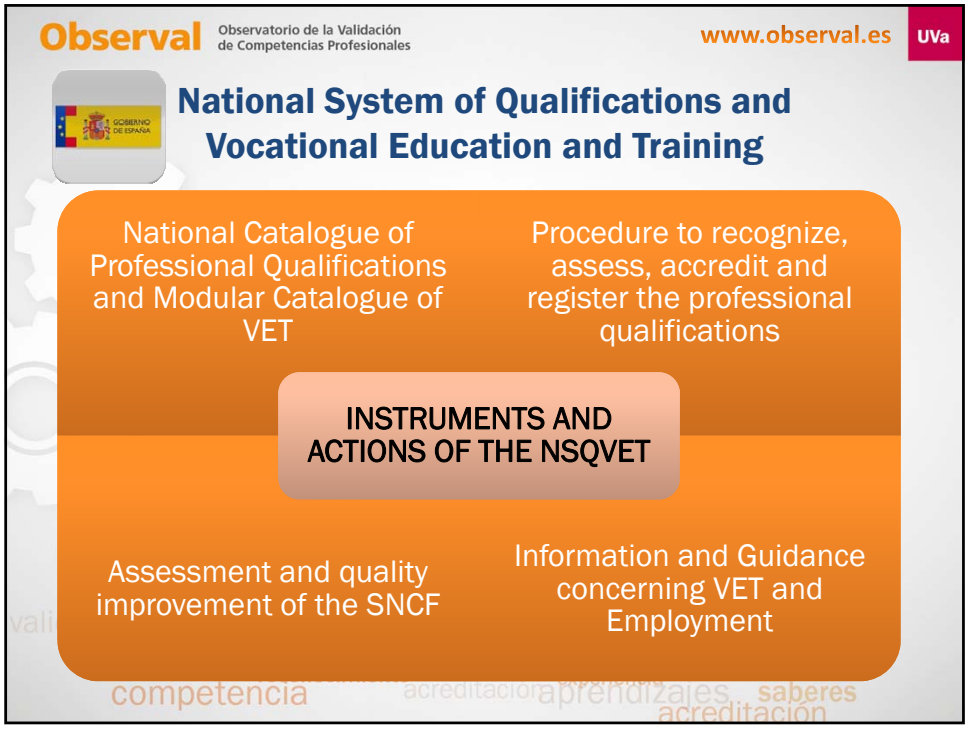
National System of Qualifications and Vocational Education and Training

- The Spanish National System for Qualifications and Vocational Education and Training, known in Spanish as SNCFP, was established by Spanish Organic Act 5/2002 of 19 June 2002.
- It consists of instruments and actions which are necessary to promote and develop the integration of Vocational Education and Training, as well as to assess and accredit professional competencies.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National System of Qualifications and Vocational Education and Training
National Catalogue of Professional Qualifications and Modular Catalogue of VET
Procedure to recognize, assess, accredit and register the professional qualifications
INSTRUMENTS AND ACTIONS OF THE NSQVET
Assessment and quality improvement of the SNCF
Information and Guidance concerning VET and Employment

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National Catalogue of Professional Qualifications
Training
Accreditation
VET in the Education System
Work-Place experience
VET for Employment
Non-formal learning

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The NCPQ structure

	26 professional families																								
LEVEL																									
1																									
2																									
3																									
4																									
5																									

Professional Qualification

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.

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NCPQ : Levels of Qualification

LEVEL	DEFINITION BY DESCRIPTORS
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.
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.
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.
4	Competence in a **wide group of complex professional activities** performed in a great variety of contexts which require to combine technical, scientific, economic or organizational variables to plan actions, or to define or develop projects, processes, products or services.
5	Competence in a **wide group of professional activities of great complexity** performed in different contexts, often unpredictable, which imply to plan actions or to conceive products, processes or services. Great personal autonomy. Frequent responsibility on the assignment of resources and on the analysis, diagnosis, design, planning, execution and assessment.

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

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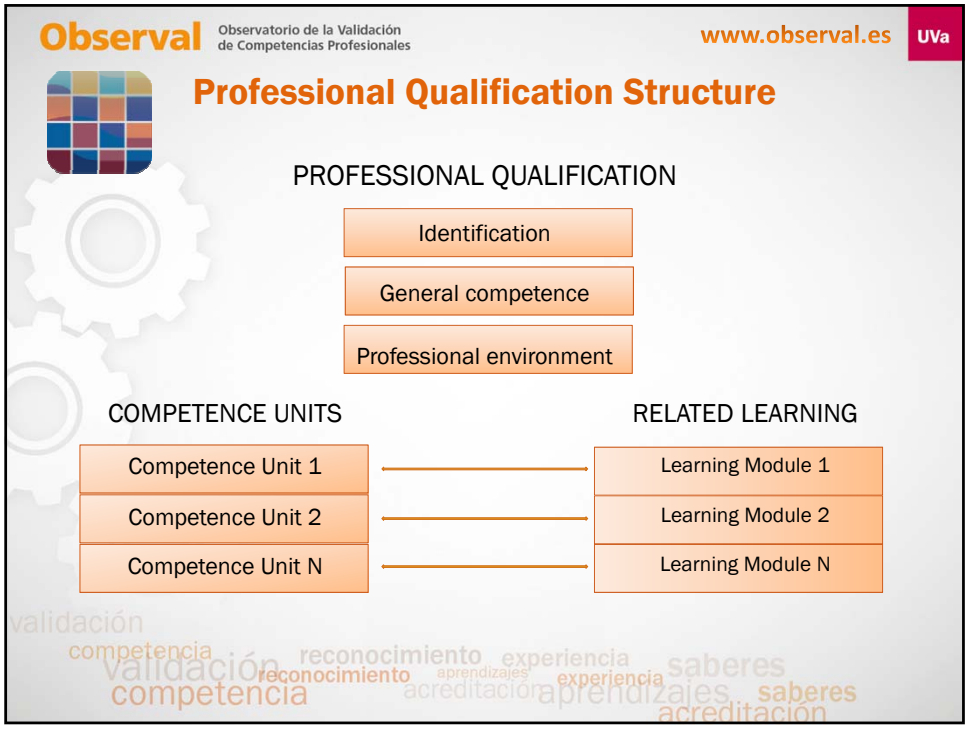
The Professional Qualification

IDENTIFICATION OF A QUALIFICATION

OFFICIAL NAME	It is related to the main function and it is recognizable in that particular professional sector. It doesn't point out any professional category.
PROFESSIONAL FAMILY	In which the professional qualification is located.
LEVEL	There are 5 levels.
ALFANUMERIC CODE	Allows its systematic location in the NCPQ.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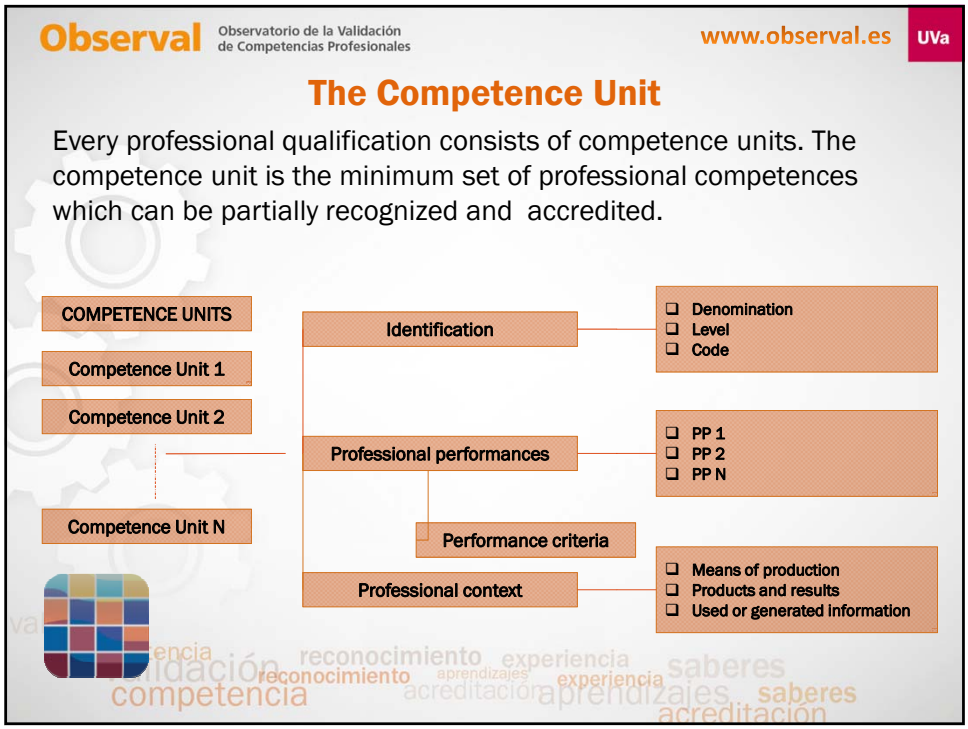
Professional Qualification Structure
PROFESSIONAL QUALIFICATION
Identification
General competence
Professional environment
COMPETENCE UNITS
RELATED LEARNING
Competence Unit 1
Competence Unit 2
Competence Unit N
Learning Module 1
Learning Module 2
Learning Module N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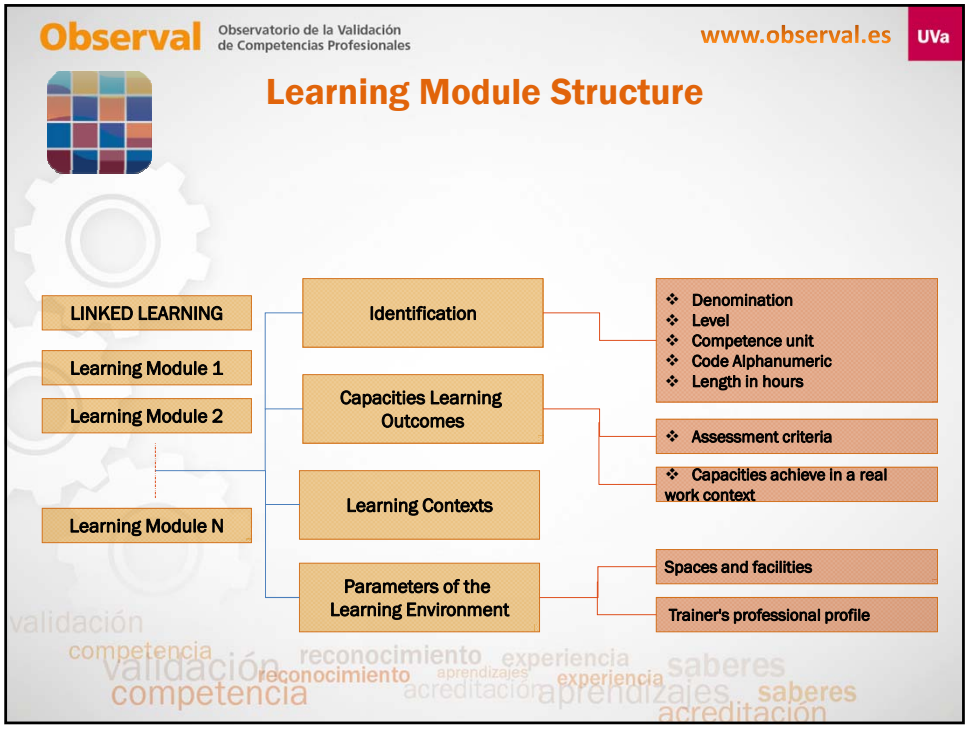
The Competence Unit
Every professional qualification consists of competence units. The competence unit is the minimum set of professional competences which can be partially recognized and accredited.
COMPETENCE UNITS
Competence Unit 1
Competence Unit 2
Competence Unit N
Identification
Professional performances
Performance criteria
Professional context
Denomination
Level
Code
PP 1
PP 2
PP N
Means of production
Products and results
Used or generated information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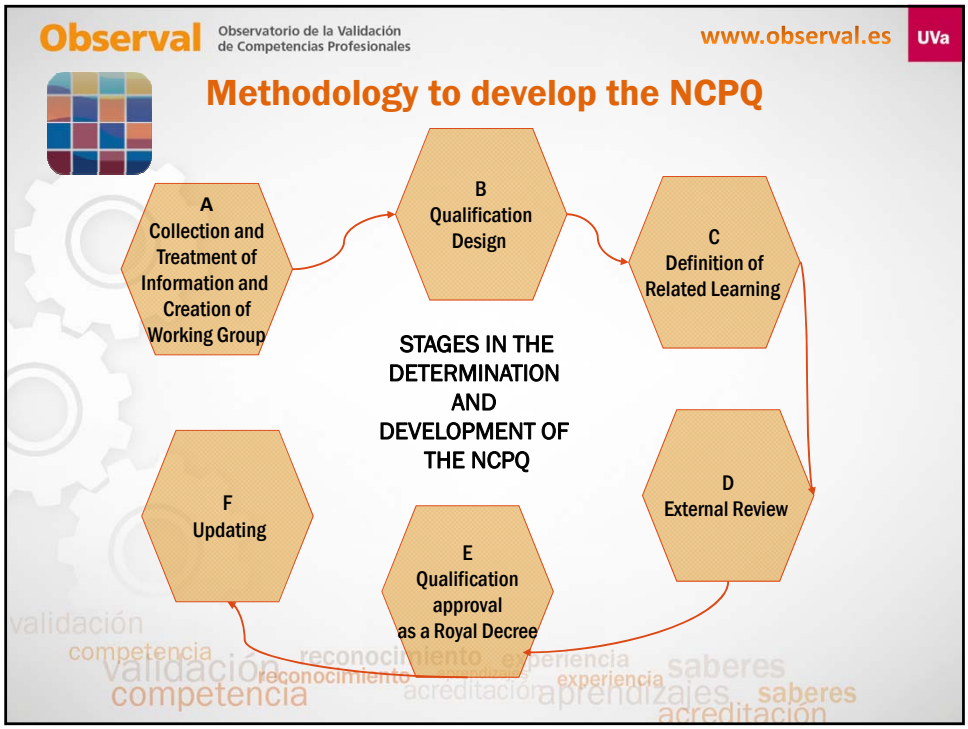
Learning Module Structure
LINKED LEARNING
Learning Module 1
Learning Module 2
Learning Module N
Identification
Capacities Learning Outcomes
Learning Contexts
Parameters of the Learning Environment
Denomination
Level
Competence unit
Code Alphanumeric
Length in hours
Assessment criteria
Capacities achieve in a real work context
Spaces and facilities
Trainer's professional profile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Methodology to develop the NCPQ
A
Collection and Treatment of Information and Creation of Working Group
B
Qualification Design
C
Definition of Related Learning
D
External Review
E
Qualification approval as a Royal Decree
F
Updating
STAGES IN THE DETERMINATION AND DEVELOPMENT OF THE NCPQ

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Information about occupational families: Identification and qualifications

26 occupational families

- **664** qualifications
- **2.250** competency Units

+450 Professional Certificates

VET Titles

- **122** Intermediate VET
- **149** Higher level VET

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Occupational families of NCPQ:
Professional sectors

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

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The Professional Qualifications in Sociocultural and Community Services (SSC)

SSC319_1	Surface cleaning and furniture in buildings and premises.
SSC413_1	Domestic employment.
SSC607_1	Funerary activities and cemetery maintenance.
SSC089_2	Health and social care to people at home.
SSC320_2	Geriatric care for dependents in social institutions.
SSC443_2	Telecare call handling.
SSC564_2	Dynamization of leisure educational activities for children and youth.
SSC608_2	Customer service and organization of protocol events in funeral services.
SSC609_2	Operations in funeral services.
SSC090_3	Education of personal skills and social autonomy.
SSC321_3	Community dynamization.
SSC322_3	Infant education.
SSC323_3	Job placement of people with disabilities.
SSC324_3	Community mediation.
SSC444_3	Attention to students with special educational needs in schools.
SSC445_3	Dinamization, programming and development of cultural activities.
SSC446_3	Management and organization of cleaning equipment.
SSC447_3	Mediation between the deafblind person and the community.
SSC448_3	Teaching of training for employment.
SSC449_3	Promotion, development and participation of the deaf community.
SSC450_3	Promotion and educational intervention with people with disabilities.
SSC451_3	Promotion for the effective equality of women and men.
SSC565_3	Management and coordination of leisure educational activities for children and youth.
SSC566_3	Teaching of road safety training.
SSC567_3	Youth information.
SSC610_3	Training assistance dogs.
SSC611_3	Library service.

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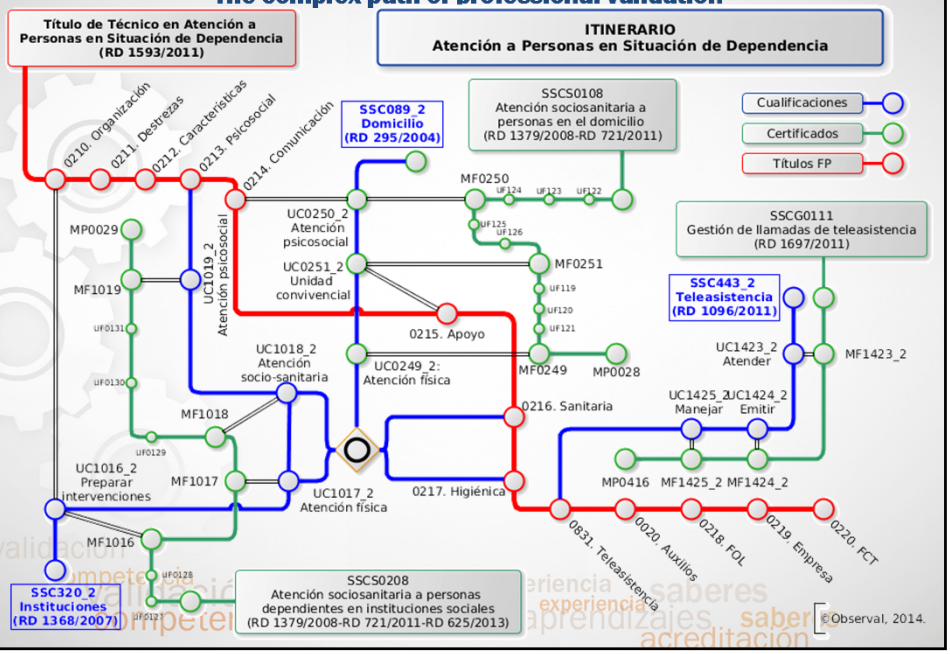
The complex path of professional validation



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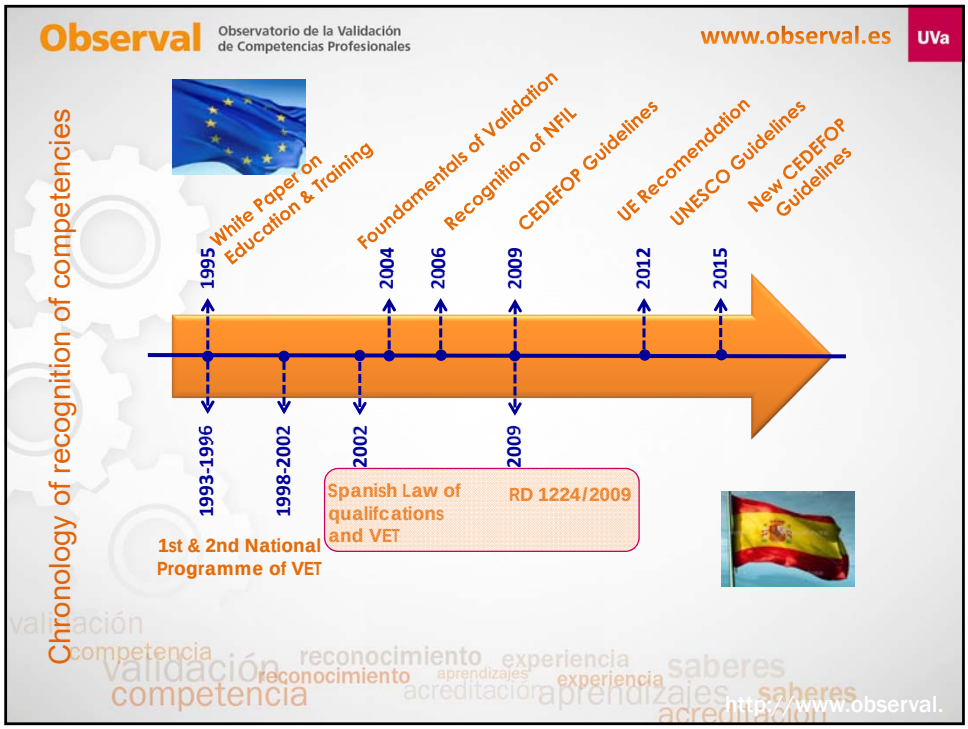
LIFELONG LEARNING
Guidance
Information
Procedures
EMPLOYABILITY
Documentation
INDIVIDUAL
Training
Quality
Standards
Inclusion VET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Chronology of recognition of competencies
White Paper on Education & Training
Foundamentals of Validation
Recognition of NFIL
CEDEFOP Guidelines
UE Recomendation
UNESCO Guidelines
New CEDEFOP Guidelines
1995
2004
2006
2009
2012
2015
1993-1996
1998-2002
2002
2009
1st & 2nd National Programme of VET
Spanish Law of qualifcations and VET
RD 1224/2009
http://www.observal.

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Chronology of recognition of competencies

2002	Organic Law 5/2002, on Qualifications and Vocational Education and Training
2003	Law 56/2003, on Employment Royal Decree 1128/2003, National Catalogue of Professional Qualifications
2004	RD 362/2004, General regulation of specific vocational training (repeled)
2005	RD 1416/2005 modifies RD 1128/2003 NCPQ RD 1558/2005, requirements for Integrated Vocational Training Centres
2006	RD 1538/2006, general planning of vocational training
2007	RD 395/2007, subsistem of professional training for employment
2008	RD 229/2008, National Centers of Professional Reference RD 34/2008, Professional Certificates
2009	**RD 1224/2009, recognition of professional competencies**
2010	RD 1675/2010 modifies RD 34/2008 Professional Certificates
2011	Organic Law 4/2011, complementary to Sustentable Economic Law RD 1147/2011, Planning of Vocational Training in the educational system
2013	RD 189/2013 modifies RD 34/2008 Professional Certificates

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Analysis on the validation of competences:
The bodies of accreditation

1998	1999	2000	2001	2002	2003	2005	2006	2007	2008	2009
		¿?					derogate			

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18	Qualification Agencies and Institutes
48	National Reference Centers
118	Integrated Vocational Training Centers
18	Vocational Training Councils
18	Economic and Social Councils for Spain
18	School Councils

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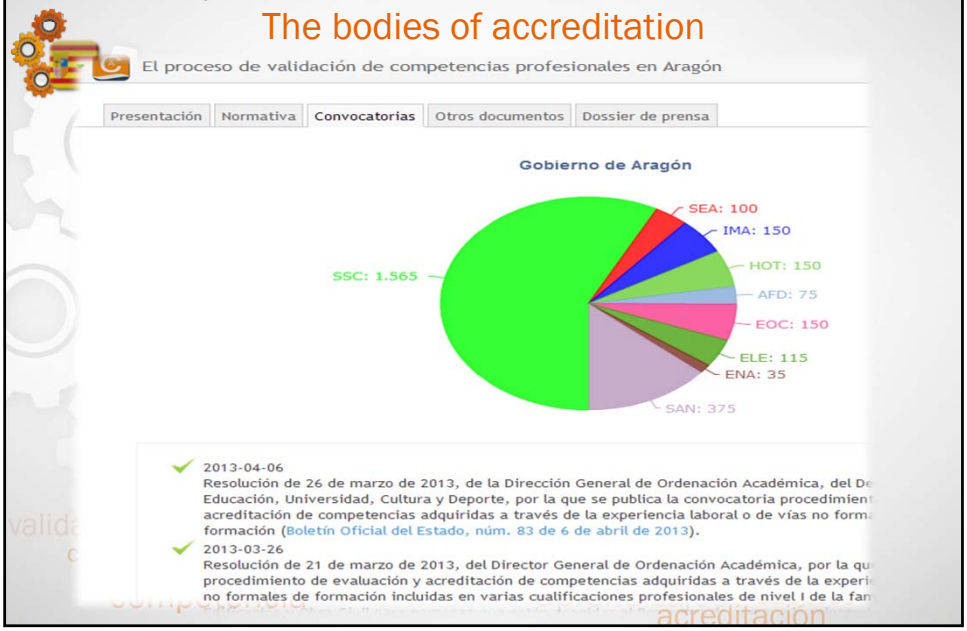
Analysis on the validation of competences:
The bodies of accreditation



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RD 1224/2009, recognition of professional competencies acquired by work experience

- Aims
- Definitions
- Foundaments
- Information
- Tools
- Procedures
- Requirements
- Phases
- Training Plan
- Training of advisers & evaluators

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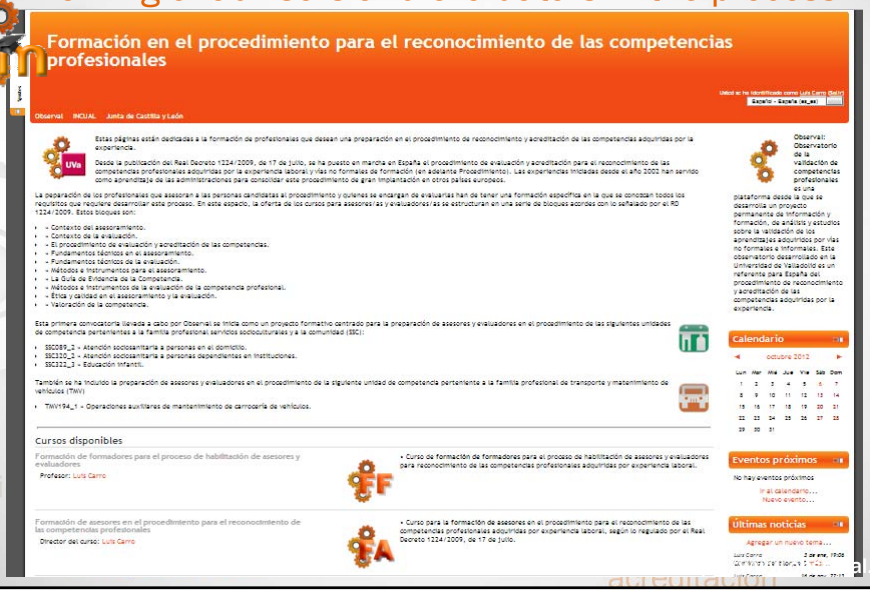
Training on validation of competences : Training of advisors and evaluators in the process



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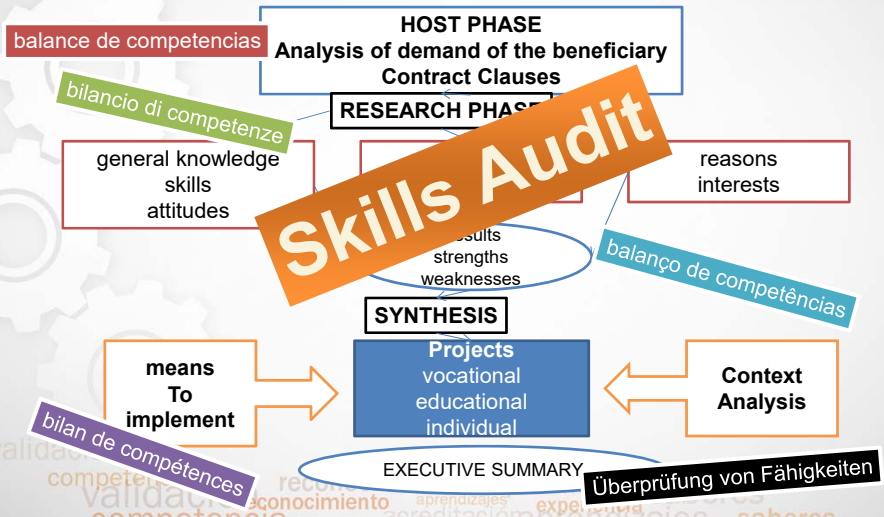
Information about the validation of competences:
Guidance and training to advisors and evaluators



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General features of the validation in Spain: The financial aspects of validation

Big numbers
Approved by Government

2010 ➔ 35,000,000€
2011 ➔ 24,000,000€
2013 ➔ 5,650,000€
2014 ➔ 5,650,000€

Costs by candidate

Advice phase ➔ 110€
Assessment phase ➔ 209€
Average cost ➔ 400€

Taxes

13€ by Competence Unit
25€ by qualification
Complete process ➔ 75 €

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The General features of the validation in Spain: Distribution of calls by year

Regional administration	2007	2008	2009	2010	2011	2012	2013	2014	Total
Government of Spain	-	-	-	-	1000	-	-	-	1000
Junta de Andalucía	-	270	60	-	12000	-	7100	357	19787
Gobierno de Aragón	-	50	50	-	300	700	200	300	1600
Gobierno del Principado de Asturias	-	-	-	-	200	-	252	-	452
Govern de les Illes Balears	-	-	-	150	-	165	240	889	1444
Gobierno de Canarias	-	-	-	500	600	-	642	200	1942
Gobierno de Cantabria	-	-	-	-	-	-	-	384	384
Gobierno de Castilla-La Mancha	160	-	-	-	3626	-	-	-	3786
Junta de Castilla y León	-	-	-	-	2655	-	625	-	3280
Generalitat de Catalunya	-	-	-	-	8118	-	1712	-	9830
Junta de Extremadura	-	-	-	-	1105	-	240	-	1345
Xunta de Galicia	-	-	25	-	600	50	1800	1210	3685
Gobierno de la Comunidad de Madrid	-	-	-	-	-	-	-	-	0
Gobierno de la Región de Murcia	-	-	-	450	-	750	100	250	1550
Gobierno de Navarra	-	-	30	210	480	-	125	180	1025
Gobierno Vasco	-	-	-	-	480	-	1820	-	2300
Gobierno de La Rioja	-	-	-	-	100	-	76	150	326
Generalitat Valenciana	-	-	180	-	600	65	-	-	845
Total	**160**	**320**	**345**	**1310**	**31864**	**1730**	**14932**	**3920**	**54581**

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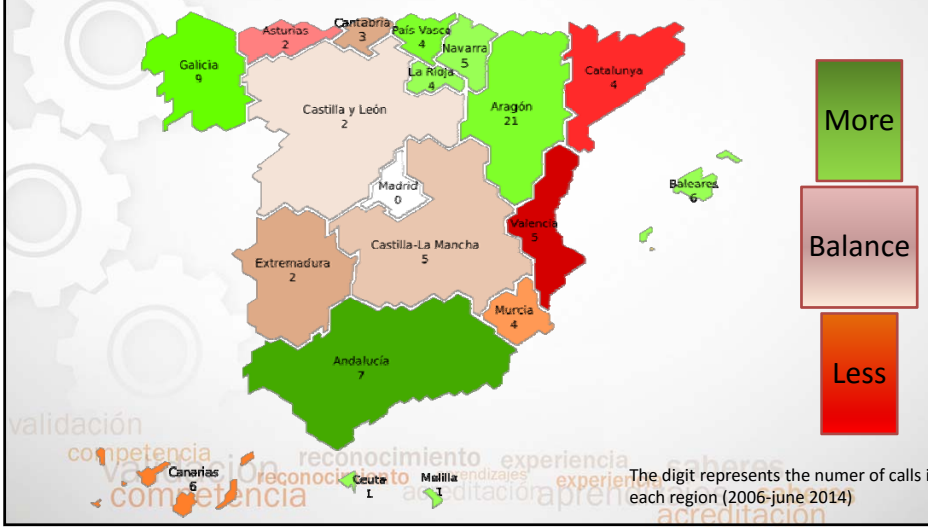
Percentage of opportunities of validation by region (population)



The digit represents the numer of calls in each region (2006-june 2014)

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The General features of the validation in Spain: Analysis of calls (2010-2012)

Comunidades	Calls	Sites	Requests	% Attended
Andalucía.	1	12.000	43.746	27,4%
Aragón.	17	2.677	4.421	60,6%
Asturias.	1	352	3.624	9,7%
Baleares.	4	1.192	2.053	58,1%
Canarias.	4	2.000	4.342	46,1%
Cantabria.	1	250	838	29,8%
Castilla y León.	1	2.655	7.482	35,5%
Castilla-La Mancha.	1	2.126	8.630	24,6%
Cataluña.	1	8.118	15.006	54,1%
Extremadura.	1	1.105	2.354	46,9%
Galicia.	5	8.216	15.074	54,5%
La Rioja.	3	675	1.415	47,7%
Madrid.	0	0	0	0
Murcia.	2	1.245	1.530	81,4%
Navarra.	3	845	2.798	30,2%
Comunidad Valenciana.	3	600	2.906	20,6%
País Vasco.	2	2.920	6.619	44,1%
Ceuta.	1	500	201	100%
Melilla.	1	500	663	75,4%
Total	52	47.976	123.702	(**38,8%**) ave.CCAA 47,7%

Source: INCUAL, 2014

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Information

- Official Bulletin of Community Government
- Official web pages of Regional Authorities (education and employment)
- Local mass-media
- Bulletin of Trade Union
- Web pages of professional associations

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Strategies of Communication

- A big national campaign in 2011 (4 mil. €) to disseminate the RD 1224/2009 for validation.
  - ✓ Institutional webs
  - ✓ Email and social nets
  - ✓ Posters, flyers, …
  - ✓ Information and dissemination sessions
  - ✓ Spots in mass-media
- "TodoFP" portal (all VET)
- SEPE (State Public Employment Service)

validación competencia reconocimiento acreditación

TodoFP.es MINISTERIO DE EMPLEO Y SEGURIDAD SOCIAL SERVICIO PÚBLICO DE EMPLEO ESTATAL

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Calls
- Competency Units called

Sites & centers
- Time
- Numbers

Criteria
- Requirements
- Applications
- valid matrix (scales)

Phases
- Information and guidance
- Advicesing
- Assessment

Development
- Monitoring the process
- Documentation
- Appointment of advisors and evaluators

Outcomes
- Counseling Reports
- Assessment reports
- Registration
- Tax and Fees
- Claims

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Target (conditions to participate)

- Spanish nationality or european citizenship or residence/labour authorization.
- Good level of Spanish language.
- 20 years old.
- Labour experience related to the competence units for accreditation
  1. Work experience: 3 years (2000 hours minimun in the last 10 years).
  2. Training: 300 hours in the last 10 years.

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Private initiatives by sectors

Emergency Transport Sector

Dependency Sector

Industrial Cold Sector

Automotive Sector

Plague Control Sector

Wood Sector

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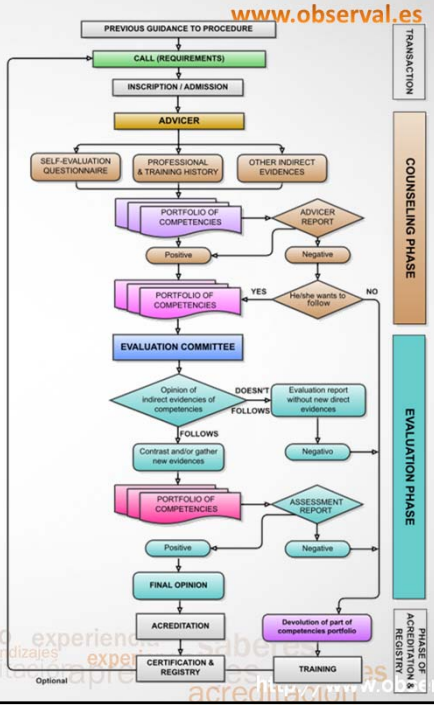
Royal Decree 1224/2009, 17th July, on the recognition of professional competencies acquired through work experience (BOE, 25/AUG/2009)

- Procedure Steps
  - Phase of information and guidance
  - Phase of counseling
    - Dossier of competencies (portfolio)
    - Adviser Report
  - Phase of Assessment
    - Opinion Report
    - Assessment Report
    - Final Opinion
  - Phase of Accreditation and recording



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Instruments for validating & accreditation

User Guide

Self-Assessment Questionnaire

Adviser Guide

Evaluator Guide

Evidence Guide

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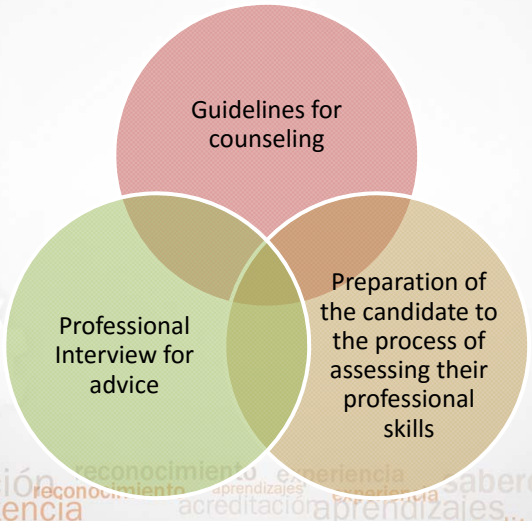
Adviser: Methodological keys for counseling process



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Adviser: Activities and key actions in the counseling process related to the justification of skills

Monitoring of the initial application for accreditation of the candidate in accordance with the call

Advice to the candidate in completing the documents that are part of Competences Portfolio

- A. Background information
- B. Training History
- C. Self-Assessment Questionnaire

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Adviser: Activities and key actions in the counseling process

Related to the development of a portfolio of competencies of each individual candidate

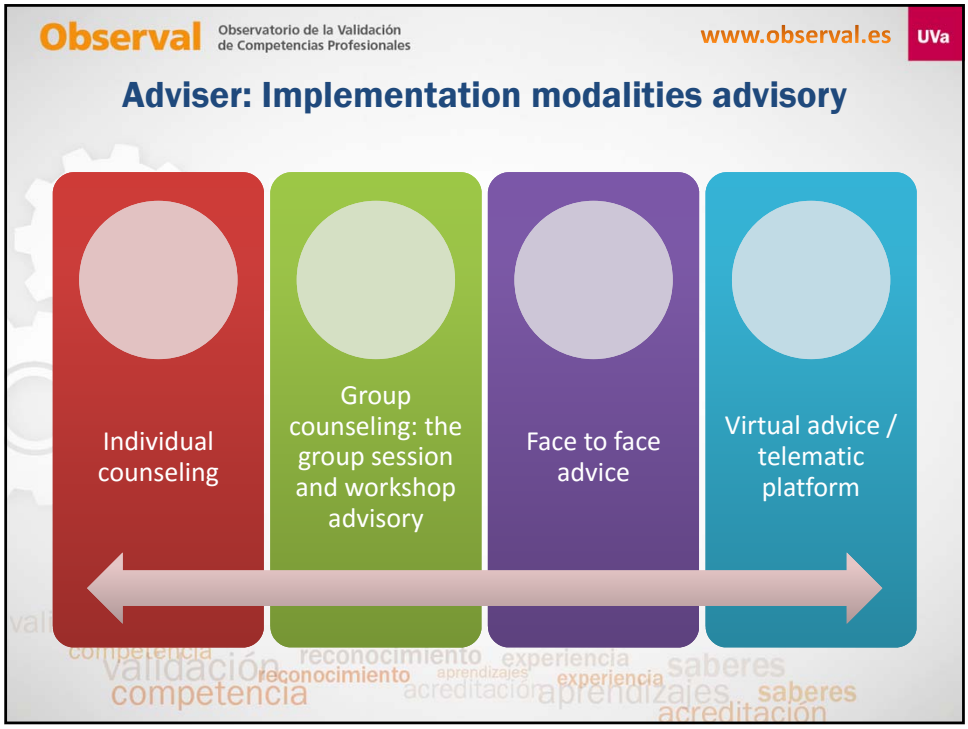
Related to the justification of professional information and / or evidence provided by the candidate, according to the principles of sufficiency, authenticity, timeliness and relevance

Related to systematized professional information and classification of the evidence provided by the individual candidate

Related to the preparation of the Report of the Advisory / a for the Evaluation Commission

Related to activities and communication of results

- 1) To individual candidate
- 2) To the Evaluation Commission
- 3) To the Administration responsible for the call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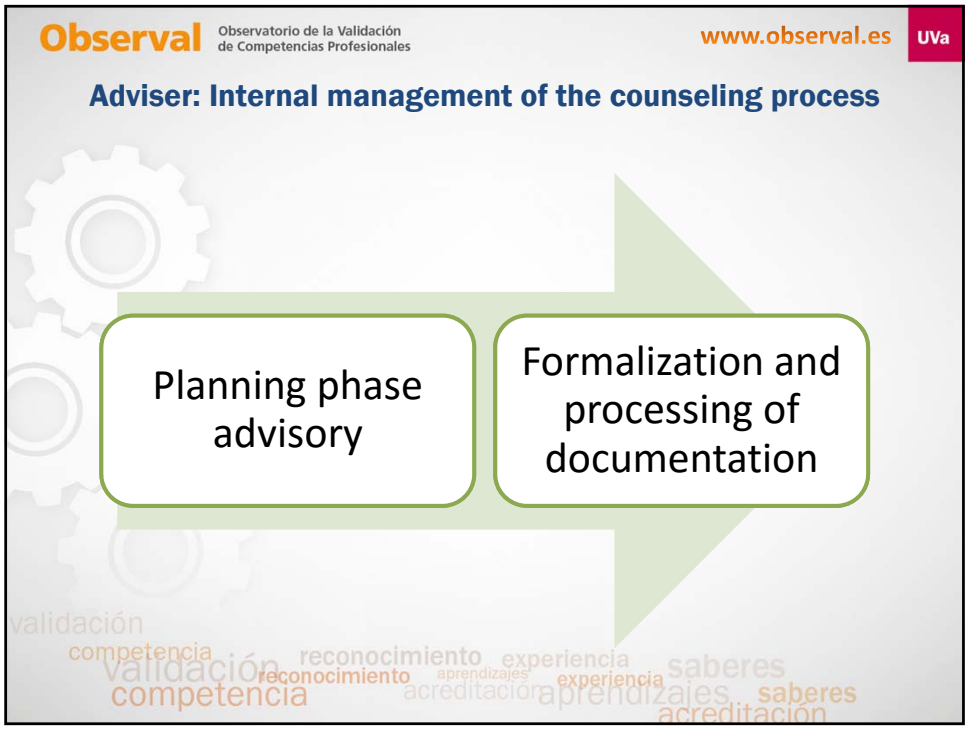
Adviser: Implementation modalities advisory
Individual counseling
Group counseling: the group session and workshop advisory
Face to face advice
Virtual advice / telematic platform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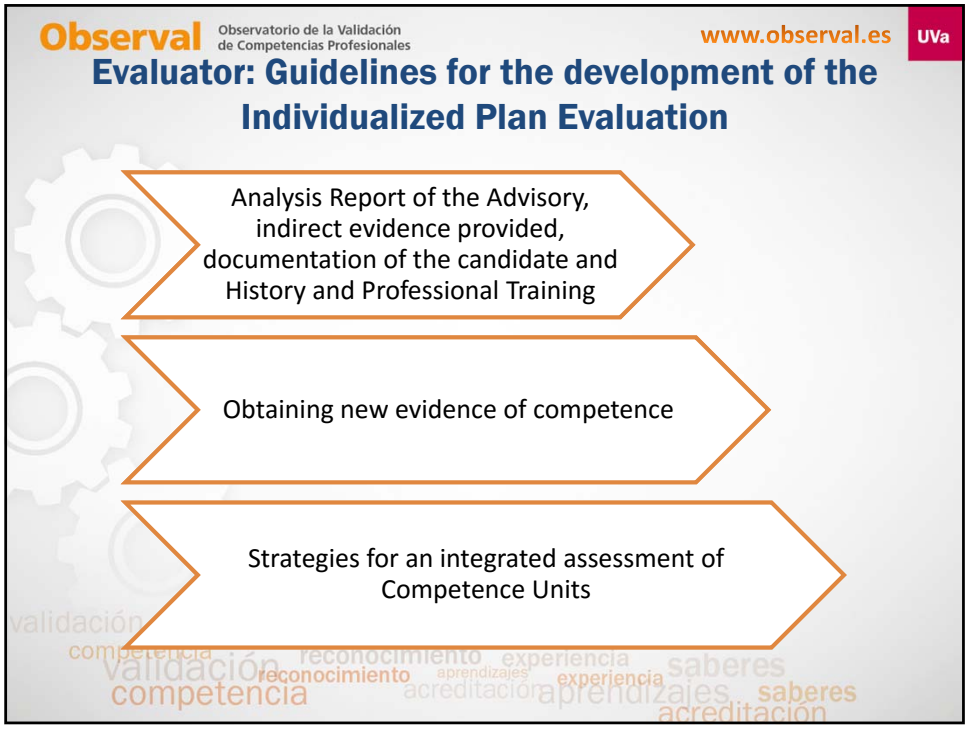
Adviser: Internal management of the counseling process
Planning phase advisory
Formalization and processing of documentation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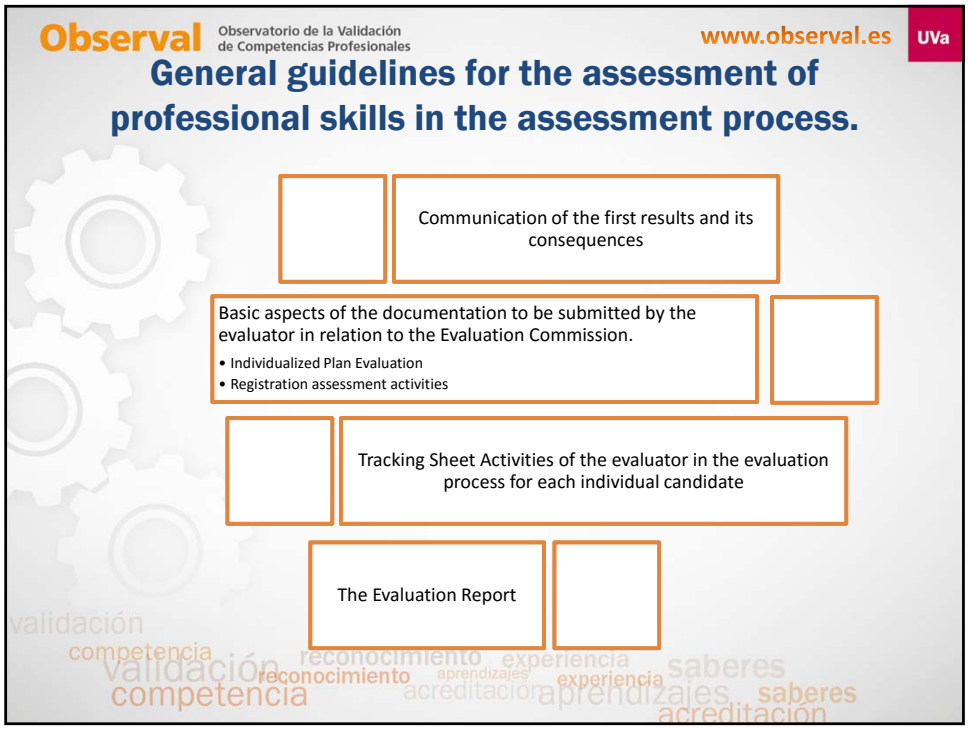
Evaluator: Guidelines for the development of the Individualized Plan Evaluation
Analysis Report of the Advisory, indirect evidence provided, documentation of the candidate and History and Professional Training
Obtaining new evidence of competence
Strategies for an integrated assessment of Competence Units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General guidelines for the assessment of professional skills in the assessment process.
Communication of the first results and its consequences
Basic aspects of the documentation to be submitted by the evaluator in relation to the Evaluation Commission.
• Individualized Plan Evaluation
• Registration assessment activities
Tracking Sheet Activities of the evaluator in the evaluation process for each individual candidate
The Evaluation Report

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Methods and instruments of assessment

Types of methods and tools	• Observation in the workplace • Simulations of professional activities • Professional proficiency tests • Professional structured interview for evaluation
Selection and application of methods and tools	• Adapting the methods instruments: reliability, validity and effectiveness • Selecting and applying instruments relevance, technical rigor and efficiency

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The General features of the validation in Spain: Organization of the process of validation

- **Advise phase**
  - ✓ Very important phase
  - ✓ Compulsory, individual or collective
  - ✓ In person or by internet
  - ✓ Average of time: 2 months
  - ✓ Average by adviser: 19 candidates
  - ✓ Analysis of European curriculum (europass), labor and learning certificates, self-questionnaires of competence units.
  - ✓ Collect of direct and indirect evidences (portfolio)
  - ✓ Report of adviser

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The General features of the validation in Spain: Organization of the process of validation

- **Assessment phase**
  - ✓ Jury composed by 5 member (2 public servants)
  - ✓ Average by assessor: 16 candidates.
  - ✓ Duration average: 4,5 months by process.
  - ✓ Average time by candidate: 7,5 hours.
  - ✓ Used methods:
    - Professional Structured Interview (37%)
    - Standardized Tests (adapted to contexts) (31%)
    - Simulations according the Guide of Evidences (25%)
    - Direct observation of workplaces (7%)
  - ✓ More than 91% of candidates demonstrated their level of competences

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The General features of the validation in Spain: Organization of the process of validation

- **Registry phase**
  - ✓ Accreditation document of successfully of the process of validation, with data about the assessed competencies
  - ✓ Official registration in database (RECEX)
  - ✓ Difficulties among communities (only 9 of 17).
  - ✓ Individual report with recommendations of learning opportunities to achieve the complete qualification

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The General features of the validation in Spain: Mechanisms of accessing formal education

- ✓ Royal Decree 1147/2011 of 29 July, for the setting of general organization of vocational education system.
  - ✓ Articles 39, 40, 43, 49 and 54.
- ✓ Order ESS/1897/2013 of 10 October, which is developed the Royal Decree 34/2008, of 18 January, by which professional certificates are regulated and royal decrees of certificates of professionalism dictated in its application.
  - ✓ Article 33.
- ✓ **Royal Decree 412/2014 of 6 June, for the setting of the basic rules of procedures for admission to official university degree.**
  - ✓ Article 16.

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Coherence of validation process with other strategies of recognition

- National Qualification Framework
  - *Published but not extended*
- Europass & Youthpass
  - *Underutilization*
  - *Unknown*
- Credit Systems: ECTS y ECVET
  - *Recognition of partial qualification*

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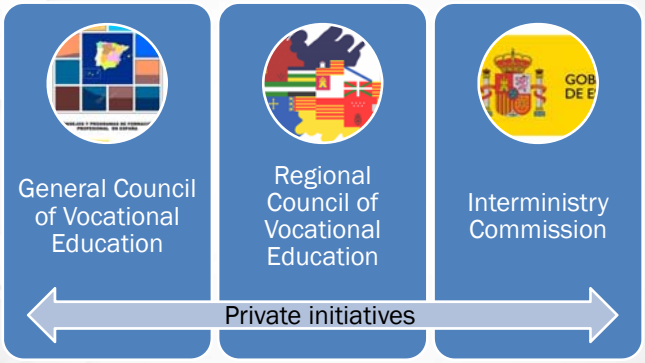
Role of civil society as stakeholder in the validation of non-formal and informal learning



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Support to individuals

- There is not enough information well oriented to collective under risk of social exclusion.
- The calls of accreditation are targeted to everybody without distinctions according different groups.
- The validation processes are always developed under a very official conditions, with closed rules.
- The national system of career guidance isn't working correctly. Every time more initiatives are closing because of a lack of money.
- The process of privatization of public services are closing opportunities to minority groups.

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Future developments

- Unequal development in Regions.
- A huge demand of calls for validation.
- Develop a new model more useful and agile, quick procedures and short-time processes.
- Extend the process to all occupations.
- **Change the rigid academic understanding of validation.**
- Suggest to administration the open calls of validation.

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Analysis on the validation of competences:

The role of universities

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Ley 2/2011, de 4 de marzo, de Economía Sostenible (Boletín Oficial del Estado, núm. 55, de 3 de marzo de 2011).
Characteristics of Training Systems
• Adequacy between offer and demand
• Agility & Lifelong Learning
• Widening integrated offer
• Flexibity
• Eficacy & eficiency of Training System
• Exploitation of resources
• Learning mobility
• Cooperation between institutions
• Innovation
• Conciliation
• Quality & Excelence
• Improve of Qualifications
• Accreditation
• Complementary training
• Promoting entrepreneurship
• Accesibility to Information and Career Guidance
• Facility to re-entry to formal training
• External evaluation

competencia
saberes
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Thank you for your attention
"Observal colabora con las instituciones en el proceso de acreditación de competencias profesionales"

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Questions for reflection and debate

1. How can link the HE institutions within the process of validation and the national qualifications frameworks? are they in line with the European Qualifications Framework?
2. Have the HE institutions enough knowledge and resources to give information and guidance on the benefits of, and opportunities for validation, as well as on the relevant procedures to access to it?
3. Is it accessible the validation of non-formal and informal learning to everybody? What are the HE institutions doing for it?

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Questions for reflection and debate

4. Have the HE institutions transparent quality assurance measures in line with existing quality assurance frameworks? Are they reliable, valid and credible assessment methodologies and tools?
5. How are the professors prepared to participate in recognition of prior learning procedures at HE level?
6. Is it possible to include in the formal subjects at HE institutions the recognition of learning acquired in non-formal and informal contexts?

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Questions for reflection and debate

7. How much consider that Europass and Youthpass are known and used in HE institutions?
8. How much consider that Europass and Youthpass are known and used in HE institutions?
9. Do you believe that the syllabus at the HE nstitutions can be adapted to include the learning outcomes acquired in non-fomal and informal contexts?
10. Do you think that your formal system is prepared to accept the global changes of individual learning based on ICT?

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ERASMUS+
Developing All -Round Education DARE +
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The Spanish process of recognition, validation and accreditation of professional competences acquired by experience in labor contexts

«OBSERVATORY OF VALIDATION OF PROFESSIONAL COMPETENCES»

Dr. Luis Carro, Universidad de Valladolid

luis@observal.es

Granada, 16th February 2016

Observal Observatorio de la Validación de Competencias Profesionales