VET Studies in Catalonia

- Structure and Organisation -

Generalitat de Catalunya
Departament d'Ensenyament

Initial Vocational Education and Training
in Catalonia

Spain is organized in 17 Autonomous Communities
and 2 autonomous cities

	Surface	Population
Spain	505.992 km2	48.351.532 h.
Catalonia	31.896 km2	7.512.000 h.
	6,3%	16%

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The Spanish State Administrative Division organises Catalonia in 4 provinces.

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IVET in Catalonia

	Surface		Population	
Barcelona	7.708 km2	24,2%	5.511.513 h.	73%
Girona	5.882 km2	18,4%	753.046 h.	10%
Lleida	12.022 km2	37,8%	439.768 h.	5,8%
Tarragona	6.253 km2	19,6%	808.420 h.	10,7%

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Because of state's administrative reasons, Catalonia is divided into 4 provinces (Barcelona, Tarragona, Lleida and Girona) and these are subdivided into **41 *comarques***, or districts, according to geographical and historical criteria, and they are governed by district councils (*consells comarcals*)

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Initial Vocational Education and Training in Catalonia

La Generalitat de Catalunya

XIII-XIV	First Medieval Generalitat
1714	Abolition Generalitat
1931-1939	First XXc. Catalonia Generalitat
1939-1977	Generalitat in exile
1977	Generalitat Restitution
1978	Spanish Constitution
1979	Autonomic Statut of Catalonia
2006	New Statute of Autonomy of Catalonia

Moving from a centralised State to a self-governed state:

- Administrative and political decentralization
- Juridical and legislative capacities
- Regional competence system

  ✓ Exclusive competencies
  ✓ Shared competencies

Education:
- **State:** obtaining, expedition and recognition of certificates.
- **Generalitat:** regulation and administration of all the studies carried out in Catalonia.

Initial Vocational Education and Training in Catalonia

Regional Government Ministries (Executive Council)

- Presidential Department
- Agriculture, Livestock and Fisheries
- Social Welfare and Family Affairs
- Trade, Tourism and Consumer Affairs
- Culture
- Economy and Finance
- **Education** —————————— Generalitat de Catalunya **Departament d'Ensenyament**
- Governance and Public Administration
- Home Affairs
- Justice
- Environment and Housing
- Town and Country Town and Public Works
- Institutional Relations and Participation
- Health
- Employment and Industry
- Universities, Research and Information Society

Initial Vocational Education and Training
in Catalonia

- Proposal of general policies and implementation of non-university education.
- Significant responsibilities:

  - ✓ Elaboration, approval, implementation and distribution of resources, buildings, installation and equipment for the schools.
  - ✓ Ownership of public schools and educational centres, their creation, transformation, maintenance, etc.
  - ✓ Negotiating and approval of authorisations for private schools, together with their classification, recognition, modification and closure.
  - ✓ Establishing of grants for private schools.
  - ✓ Organisation of competitive exams to secure teaching or administrative jobs, and job transfer according to merit.
  - ✓ Teacher training
  - ✓ School transport, canteens, residential centres, etc.
  - ✓ Elaboration and approval of curricular plans, study programmes and pedagogical guidance which develop and complement basic education.
  - ✓ Teaching Catalan at all levels and using it as a teaching language in all the schools.
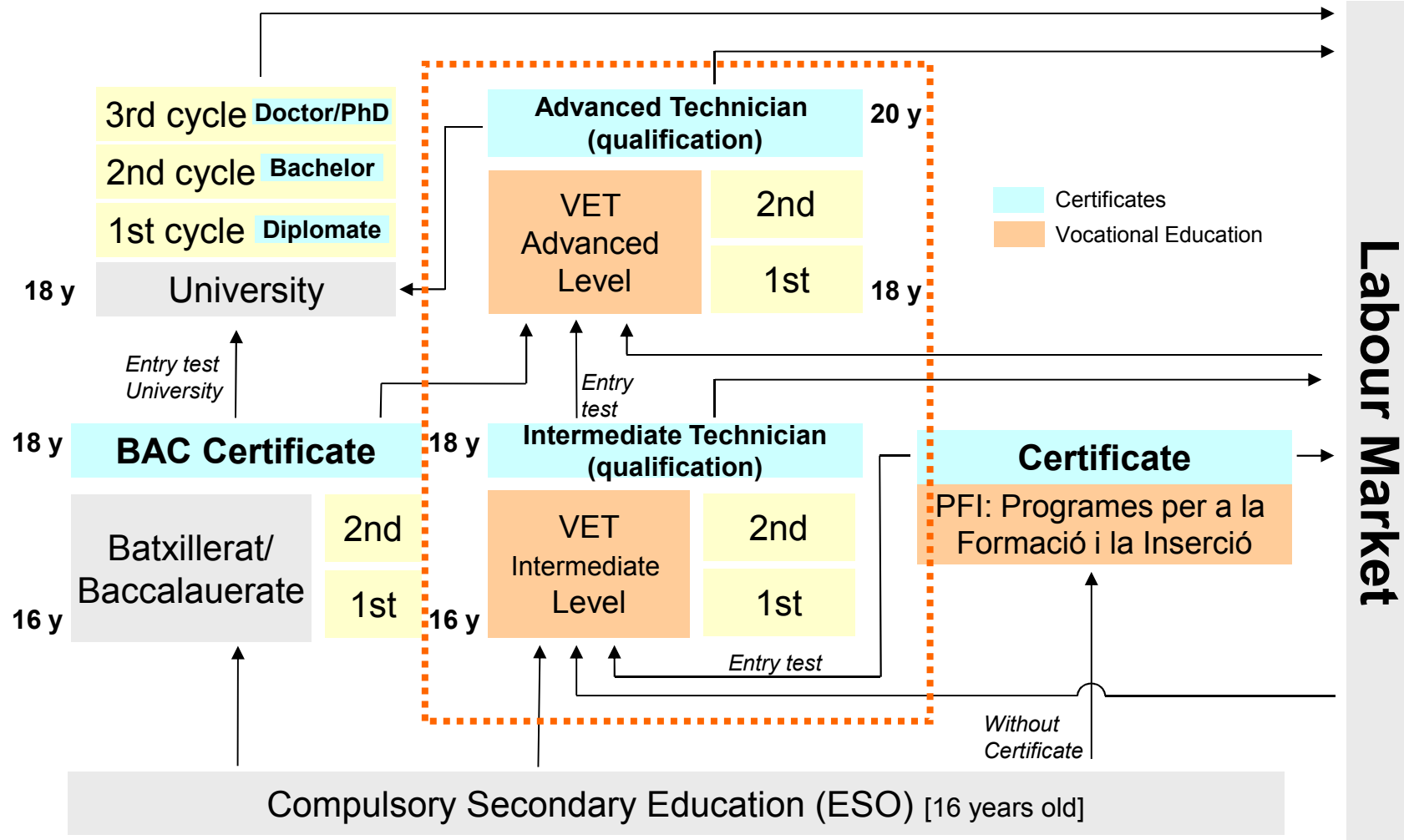 - ✓ Research and education experiments.

Initial Vocational Education and Training

in Catalonia

3rd cycle Doctor/PhD
2nd cycle Bachelor
1st cycle Diplomate

18 y University

Advanced Technician (qualification) 20 y

VET Advanced Level | 2nd | 1st | 18 y

Certificates
Vocational Education

Entry test University

18 y **BAC Certificate**

18 y **Intermediate Technician (qualification)**

Entry test

Batxillerat/ Baccalauerate | 2nd | 1st | 16 y

16 y VET Intermediate Level | 2nd | 1st

Entry test

Certificate

PFI: Programes per a la Formació i la Inserció

Without Certificate

Compulsory Secondary Education (ESO) [16 years old]

Labour Market

Initial Vocational Education and Training
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The Path of the Qualification

- Public entity
- Employers' organisations
- Trade Unions
- Ministry of Education

$\rightarrow$ Professional Profiles $\rightarrow$ VET Qualifications

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All VET qualifications:

✓ Consist of **2000** tuition hours, distributed generally in two academic years.

✓ Are classified in different **levels**:
  - VET Intermediate Level (EQF level 4)
  - VET Advanced Level (EQF level 5)

✓ Are organized into **Professional Modules** (PM), that belong to different **categories**:
  - PM linked to one or more profession-related competences.
  - Supporting PMs contain information common to several VET qualifications (e.g. electricity or human anatomy and physiology)
  - PMs common to all qualifications, related to guidance for work and entrepreneurship
  - Final project thought to put into practice many of the competences acquired during the VET course

✓ Have an **in-company training module** of a duration ranging between 350 and 410 hours. It is formalized through a training agreement signed by the student, the school and a company of the related professional field

The curriculum in the VET qualifications

✓ The **elements** building up the professional modules are:
  - Learning outcomes (LO)
  - Assessment criteria (AC)
  - Contents (C)

✓ **Learning outcomes** (LO): The competences acquired by the students through a learning process, which will allow them to carry out processes and gain learning results.
  - Each PM contains typically between 1 and 4 LOs .
  - Since LOs will be the reference for teaching/learning and assessment activities, they are the core element of the curriculum.
  - Each LO is associated to the assessment criteria and the contents.

✓ **Assessment criteria** (AC): They establish the actions to be taken, the contents and the conditions for the assessment activities, which decide whether the LO has been achieved or not.

✓ **Contents** (C): The contents are the set of basic knowledge the students need to achieve in order to attain a given professional competence; they consist of procedures (know how), concepts (knowledge) and attitudes (behavior).

VET Qualification Sectors

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The strategy

Objectives:
- ✓ To **increase** the training and qualification levels of the working population.

- ✓ To promote the **adaptation** and innovation of the educational offer.

➡️

Result: improvement of lifelong learning and the quality of education, by the adaptation of the educational offer to students' special personal or professional situations

⬇️

How: by **adapting** the VET offer and make it more **flexible**

⬇️

How

The **curriculum**   The **Timetable**

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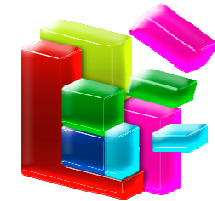**Departament d'Ensenyament**

Adapting and making the Curriculum flexible

Split the curriculum

Split the curricula into **smaller units** called Training Units (TU), lasting typically between 20 and 60 hours.

✓ Easier to be identified and acknowledged by people coming from the labour market, and they allow them to be enroled in only parts of the curriculum.

In the case of the VET course on Cuisine and Gastronomy, the breakup of the PM of Culinary Products is the following:

Professional module (PM)	Hours	Training Units (TU)	Hours
PM5 Culinary products	220	TU1: Production and services processes in cooking	28
		TU2: Catalan cuisine, Spanish territorial cuisine and international cuisine	80
		TU3: Creative and author's cuisine	56
		TU4: Dishes for people with special nutritional needs	28
		TU5: Dish decoration and presentation	28

Adapting and making the Curriculum flexible

Curricular hours designed by the training centre

All the qualifications, have curricular hours (around 165) that the training centres are **free to allocate** according to its social and economical environment.

✓ They can be used to reinforce the contents already mentioned in the curriculum, introduce new ones or increase proportionally the hours already distributed in the existing TUs.

For instance, in a training centre delivering tourism-related courses in a town with a high number of German tourists, it was decided to use these hours to introduce the German language

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Adapting and making the Curriculum flexible

Curricular adaptations

Curricular adaptations consist in changing part of one specific curriculum in order to make it closer to a specific professional sector.

A good example would be the VET course on maintenance of machinery which has been adapted to:

- ✓ *Maintenance of recreational boats in some training centres based in coastal towns.*

- ✓ *Maintenance of heavy agricultural machinery in some rural areas.*

Adapting and making the VET Offer flexible

Adaptations in the VET offer

Measures related to training organizations:

- ✓ Different solutions, according to the specificities of the companies, the territory and the people.
- ✓ Easier access for workers, it is now possible to follow the courses not just in the traditional, two year long schedule, but also fitting the society's needs.
- ✓ Developed and implemented jointly by the Catalan Ministry of Education and social partners, in the frame of **collaboration agreements**.
- ✓ There are currently 200 collaboration agreements in the whole of the Catalan territory, concerning 105 VET training centres.

Two main points:
- ❑ Adaptation to the **companies and the territory**
- ❑ Adaptation to **people**

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