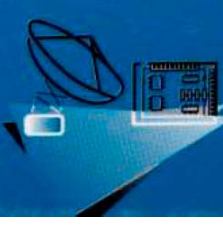
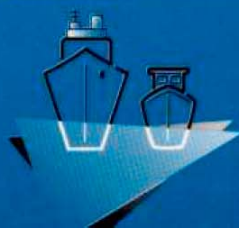
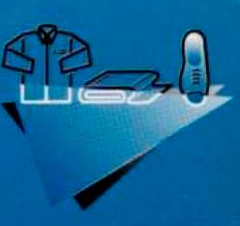
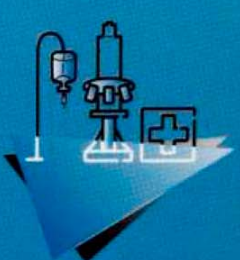
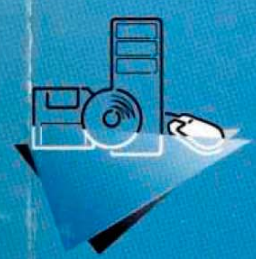
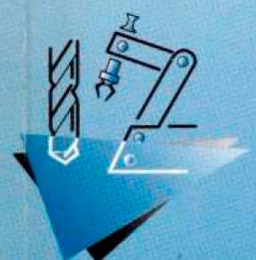
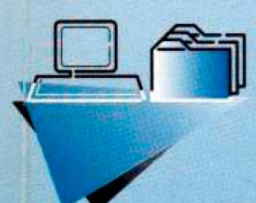


THE NEW VOCATIONAL TRAINING



MINISTRY OF EDUCATION AND CULTURE
GENERAL SECRETARIAT OF STATE FOR EDUCATION, UNIVERSITIES,
RESEARCH AND DEVELOPMENT
DIRECTORATE GENERAL OF VOCATIONAL TRAINING AND EDUCATIONAL PROMOTION



THE NEW VOCATIONAL TRAINING



MINISTRY OF EDUCATION AND CULTURE
GENERAL SECRETARIAT OF STATE FOR EDUCATION, UNIVERSITIES,
RESEARCH AND DEVELOPMENT
DIRECTORATE GENERAL OF VOCATIONAL TRAINING AND EDUCATIONAL PROMOTION

This is a publication of the VOCATIONAL GUIDANCE UNIT
Deputy General Directorate of Educational Promotion and Vocational Guidance



© MINISTRY OF EDUCATION AND CULTURE
GENERAL TECHNICAL SECRETARIAT
Publications Centre.

NIPO: 176-99-169-7 DOI: 10.4438/176-99-169-7
I.S.B.N.: 84-369-3269-2
Legal Deposit: M-49892-1999

DIN Printers
Avda. Pedro Díez, 25 - 2º Izq.
28019 Madrid

CONTENTS

Págs.

1. INTRODUCTION	5
2. THE "LOGSE" AND THE NEW EDUCATION SYSTEM	5
a) Ordinary schooling	6
b) Special schooling	6
2.1. Governing the education system ("LOGSE")	6
3. ORDINARY VOCATIONAL TRAINING.....	6
3.1 Schooling in vocational training	8
3.2 Specific vocational training: courses	9
3.2.1. <i>Intermediate Level Courses</i>	10
3.2.2. <i>Advanced Level Courses</i>	12
3.2.3. <i>On-the-job training(F.C.T.)</i>	13
3.3. Listing of course diplomas	15
3.4. Legislation on formal vocational training	15
4. SOCIAL GUARANTEE PROGRAMMES	16
4.1. Characteristics of social guarantee programmes.	16
4.2. Objectives	16
4.3. Where courses are delivered.....	16
4.4. Social guarantee programme alternatives.....	17
4.5. Course components.....	17
4.6. Vocational profiles	18
4.7. Legislation on social guarantee programmes.....	19
5. DISTANCE VOCATIONAL TRAINING	20
6. FURTHER INFORMATION.	20
6.1. Grants and scholarships	20
a) Who can apply for a grant or scholarship	21
b) When should applications for grants be filed	21
c) Where to apply	21
d) Kinds of scholarships	21
e) Information on grants	21
6.2. Implementation timetable	21
6.3. Tests to evaluate non-formal schooling.....	23
6.4 Where to obtain guidance and further information.....	23
6.4.1. <i>Ministry of Education and Culture</i>	23
6.4.2. <i>Provincial Education and Culture Offices</i>	25

	<i>Págs.</i>
6.4.3. <i>Regional governments</i>	26
6.4.4. <i>Internet: Provinces under Ministry of Education & Culture aegis</i>	28
6.4.5. <i>Internet: Autonomous Regional Ministries of Education</i>	29
7. ANNEXES.....	30
7.1 Listing of formal vocational training diplomas	30

1. INTRODUCTION

The present education system holds academic and vocational guidance to be one of schools' primary functions. Indeed, the importance of an appropriate decision-making process to which pupils can turn throughout their educational careers cannot be overstated.

This text is intended for use by professional counsellors, teaching staff and the educational community in general, to ensure that pupils in compulsory secondary education or baccalaureate are furnished with full information on the courses available to them under the new approach to specific vocational training, to enable them to make the choices best suited to their interests and aptitudes.

Vocational guidance and educational guidance necessarily go hand-in-hand, since the ultimate objective of any such guidance and training is employability. The choice of elective subjects beginning in the first year of compulsory secondary education charts a series of educational directions which, while not binding, can steer pupils towards a given training course or university curriculum.

2. THE "LOGSE" AND THE NEW EDUCATION SYSTEM

The underlying principle of the LOGSE (Constitutional Act governing the Education System of 3 October 1990, Official Government Journal (BOE) of 4 October), the fundamental tool of educational reform, is lifelong education for individuals, preparing students to learn on their own, thereby enabling adults to access different types of education.

The new education system responds to the need to adjust education to the changes of all kinds that have been taking place in Spain in recent years and to accommodate the system itself to European Union standards.

Moreover, consideration is given to lifelong education for adults to enable them to acquire, update and expand their know-how and aptitudes to ensure their personal and professional development.

The new education system has been broken down into a number of levels structured around two types of schooling:

- a) ORDINARY schooling
- b) SPECIAL schooling

a) Ordinary schooling:

- * Pre-school, ages 0 to 6.
- * Primary education, ages 6 to 12.
- * Secondary education, in turn subdivided into compulsory secondary education (ages 12 to 16) and post-compulsory education: baccalaureate (from age 16 on), intermediate vocational training courses (from age 16) and advanced vocational training courses (from age 18).
- * University education.

Primary and compulsory secondary education, the two levels of basic education, together cover ten years of schooling (from ages six to sixteen). Nonetheless, pupils are entitled to enrol in basic education until the age of eighteen.

Basic education (i.e., primary and compulsory secondary education) is compulsory and free of charge.

The LOGSE makes provision for pupils who may find the usual pace overly challenging. On the one hand, consideration is given to education geared to pupils with special educational needs, while on the other social guarantee programmes have been instituted to enable young people who have not yet earned their secondary school diploma to enhance their employability or, as appropriate, continue their education.

Ordinary schooling also establishes lifelong education for adults.

b) Special schooling:

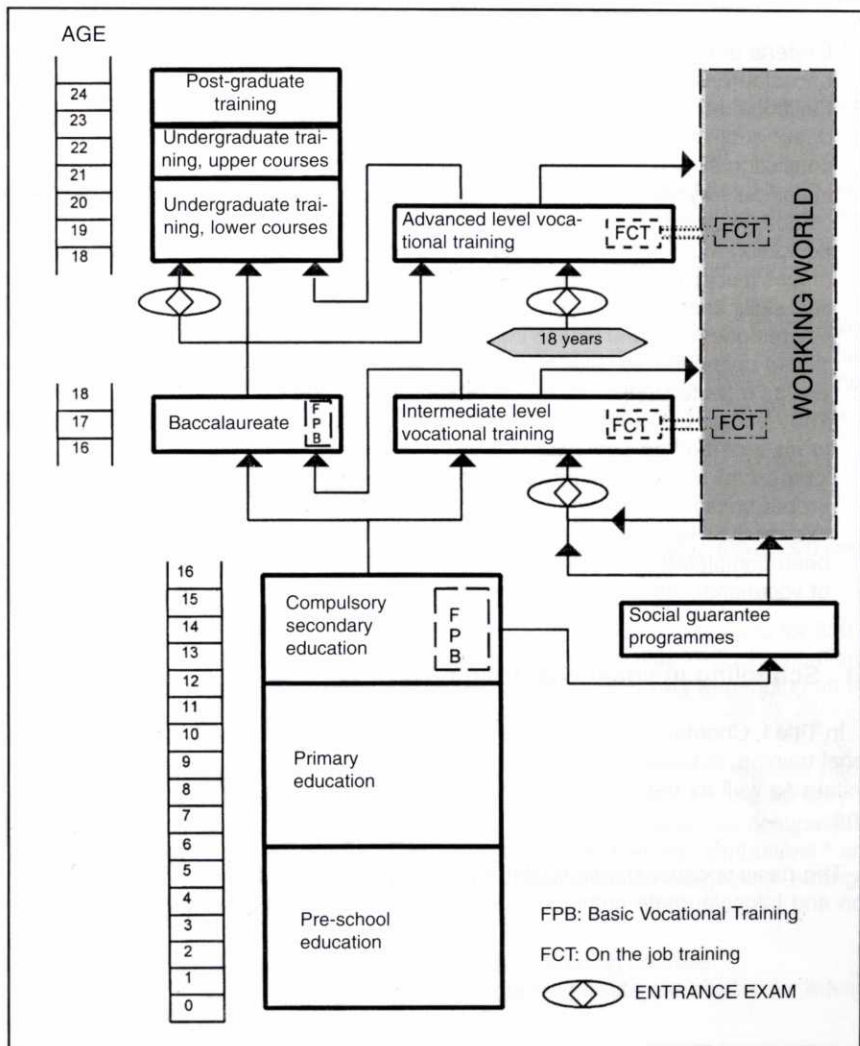
- * Art school.
- * Language school.

2.1. Legal provisions governing the new education system ("LOGSE")

The graph below shows the structure of the new education system as defined in the Act governing the Education System or "LOGSE", (Constitutional Act 1/1990 of 3 October)

3. ORDINARY VOCATIONAL TRAINING

Under the LOGSE, preparing pupils for an occupation on the labour market is a task reserved to vocational training, the division of the education system that delivers multifarious training to help pupils adapt readily to the occupational changes that may come about in their future working lives.



Ordinary vocational training covers both basic and specific vocational training.

The main objective pursued under the new approach to vocational training is to furnish pupils with the know-how required to perform the tasks expected of them in the jobs they hold. Compared to the educational model in force under former Act 70, the following features are the most prominent innovations in the new system:

- * General or basic knowledge is acquired in compulsory secondary education and baccalaureate, respectively. Curricula have been enhanced with practical and functional course content and guidelines to highlight the usefulness of more academic subject matter. Such content and guidelines are provided through training consisting of new technological and vocation-oriented subjects (technology area in compulsory secondary education, mechanics and electrical technology in baccalaureate, etc.). The introduction of new technologies in all stages of secondary education must also be understood to be a part of basic vocational training. This makes it possible to devote full attention, in vocational training per se, to the specific skills characteristic of the vocational profile chosen.
- * Full remodelling of the course content covered. Syllabi have been made more specific to define the *vocational competence*¹ required in each specific kind of activity, as reflected in the vocational profiles comprising the listing of "diplomas"².
- * The definition of a new *vocational module*³ called "on-the-job training", which forms a part of the *curriculum*⁴. Such module covers the identification and development of a certain number of vocational activities that are indispensable for proper vocational development and which cannot be learned in the classroom: this module is compulsory and is undertaken after all classroom training has been completed. It is requisite to delivery of a diploma certifying the acquisition of vocational competence.

3.1 . Schooling in vocational training

In Title I, Chapter IV, the L.O.G.S.E. defines the new academic structure for vocational training, establishing a new configuration for such training within the education system as well as the schooling covered, namely basic and specific vocational training.

The *basic vocational training* delivered as a part of compulsory secondary education and baccalaureate comprises general technical know-how associated with cer-

¹ *Vocational competence*: Ability to perform all the activities characteristic of the jobs comprising an occupation, theoretically and practically speaking, to the standards required in real on-the-job situations.

² *Listing of diplomas*: Suite of intermediate and senior level courses defined in the new approach to vocational training.

³ *Vocational module*: Basic structure of syllabi, authorised by the Ministry of Education and Culture. This is the unit that structures training course content. Equivalent in meaning to "subject".

⁴ *Curriculum*: Course content and activities required to acquire the skills defined in training course vocational modules.

tain occupations. It is a pre-requisite for most of the vocational training offered. Such training is acquired in compulsory secondary education (E.S.O.) and baccalaureate.

Specific vocational training comprises the knowledge and know-how covered in the various training courses. These courses are organised into two levels, intermediate and advanced, their structure is modular and their duration varies; course content is organised around the technical-practical areas of knowledge relevant to each of the different occupational fields comprising the sector.

The purpose of this training is to "bridge" pupils' move from school to the working world. Specific vocational training qualifies pupils for an occupation.

One of the features meriting special attention in the modular structure of these courses is *on-the-job training* (F.C.T.). Pupils take this module after completing all the other theoretical-practical modules comprising the course. Such training constitutes actual work experience and the opportunity to apply the know-how acquired in school.

Module content, activities and timing are specified under the terms of collaboration agreements between schools and participating businesses in the respective sector. Such companies (both public and private), which enter into these agreements voluntarily, must be equipped with the technical and human resources needed for proper training.

3.2 Specific vocational training: courses

Specific vocational training is organised into intermediate and advanced level courses, in turn subdivided into vocational modules.

The number of modules comprising each course varies; F.C.T. accounts for 350 of the total number of hours, which may range from 1000 to 2000. Such vocational modules cover a series of theoretical and practical skills which vary depending on the kinds of activities carried out in each profession.

The terms "intermediate" and "advanced" are not directly related to workers' occupational status, but rather to an academic classification devised by the Ministry of Education and Culture. They should not, therefore, be considered as occupational levels for the intents and purposes of establishing future workers' *attributions*⁵ and obligations, which are determined by industry-wide collective bargaining arrangements and labour market dynamics.

Pupils finishing ESO are eligible for intermediate training courses.

Pupils graduating from any of the modes of baccalaureate are eligible for advanced training courses.

⁵ *Attributions*: Definition of occupational skills in terms of position or job. Laid down by the respective industry-wide collective bargaining arrangements and labour market dynamics.

Eligibility for training courses.

According to the LOGSE (Arts. 31 and 32), the following requirements must be met to qualify for the two educational levels into which vocational training is divided:

3.2.1. Intermediate level courses

Direct enrolment

Anyone holding a secondary education diploma is eligible for direct enrolment in intermediate level specific vocational training.

Anyone having reached any of the academic levels listed below is also eligible for direct enrolment in intermediate level specific vocational training:

Auxiliary technician.
Technician.
Two full years of Polyvalent Unified Baccalaureate.
Two full years of the first experimental phase of reformed middle school education.
Three full years of schooling under the 1963 Applied Arts and Artistic Trades Education Plan or two full years of requisite courses under the experimental programme.
Other studies declared to be equivalent to any of the above for academic intents and purposes.

Enrolment subject to entrance exam

Anyone meeting the following requirements is eligible to take the entrance exam:

Be at least 18 years old or 18th birthday in the year the exam is taken.
Be able to substantiate at least one year's work experience.
Have successfully completed a Social Guarantee Programme.

The entrance exam is designed to enable candidates to prove that they have sufficient know-how and skills to take full advantage of intermediate vocational training.

There are two parts to the entrance exam:

- *Sociocultural:* Understanding of and correct and creative self-expression in written Spanish. Knowledge of history, geography and elements of our tradition and cultural heritage, as well as an analysis of the mechanisms and values governing the way societies work.
- *Scientific and technological:* Problem solving in mathematics and technology through logical reasoning. Exercises that use scientific and technological codes. Applications in scientific and technological development and their impact on the physical and social environment.

A passing grade on the entrance exam for intermediate level plastic arts and design education is also valid.

Admission to intermediate level training courses.

To enrol in an educational institution after the above eligibility requirements are met, pupils must file a pre-registration application with the school where they are to enrol. Ordinarily the pre-registration period is in or around the second two weeks of April and the first two of May, as published yearly in the Official Government Journal.

A single form is lodged with the school of the pupil's first choice; such application shall indicate the course or courses by order of preference (also indicating the schools where they are delivered). Should pupils not be admitted in the school of their choice, the form is forwarded to the second school listed and so on.

Duplication of applications, submission after the deadline or filing of documentation containing false information will be penalised by enrolment after finalisation of procedures for all other applicants, subject to the existence of possible openings.

Once an application is accepted by the educational institution, enrolment will be formalised in the ordinary enrolment period in the first half of July, on the day specified by the respective school. Where deemed necessary, the Provincial Delegations may decree an extraordinary enrolment period in the first two weeks of September.

Diplomas.

Pupils successfully completing intermediate training courses are awarded diplomas as Technicians in the respective occupation.

Eligibility for other studies, after completing intermediate training courses.

A technicians' diploma qualifies pupils for direct access to any of the modes of baccalaureate.

3.2.2. Advanced level courses

Direct enrolment

Anyone holding a baccalaureate diploma is eligible for direct enrolment to advanced level specific vocational training.

Anyone having reached any of the academic levels listed below is also eligible for direct enrolment in advanced level specific vocational training:

Two full years of any mode of experimental baccalaureate.
University Guidance Course or Pre-University training (successfully completed).
Specialist technician or advanced technician diploma or equivalent for academic intents and purposes.
University or equivalent degree.

Enrolment subject to entrance exam.

a) Be at least 18 years old and not meet the academic requirements for direct enrolment (Royal Decree 676/1993 of 7 May, Article 6). The exam will be conducted by education authorities and will be designed to verify candidates' maturity in respect of the objectives to be met during baccalaureate and their occupational abilities in the field corresponding to the advanced level vocational training course in question; social agents may be requested to act as advisers in the exam process.

The entrance exam is designed to enable candidates to prove that they have sufficient know-how and skills to take full advantage of advanced vocational training.

The entrance exam is divided into two parts, one covering subjects that are requisites in all modes of baccalaureate and the other the subject areas specific to the mode "associated" with the course in question.

- *General:* Intended to substantiate maturity with respect to the following areas of the baccalaureate curriculum: Spanish language and literature, foreign language (English/French) and mathematics.
- *Specific:* Based on the course content of the baccalaureate subjects associated with the advanced training course in question. Anyone substantiating at least one year of work in a job relating to the vocational family in question may be exempted from this part of the exam.

To facilitate pupil mobility, the certification obtained for passing the entrance exam for intermediate or advanced training courses will be honoured as qualification for the respective course anywhere in the country.

Admission to advanced training courses

Once the above requirements are met, pupils may apply for enrolment in an educational institution. When the supply of places is insufficient to meet demand, pupil admission to advanced level specific vocational training in publicly funded education institutions is subject to the following order of priority:

- Completion of any of the modes of baccalaureate specified determined for the course in question, as set out in the third column of Annex I to Royal Decree 777/98.
- Pupil's academic record, in which the average note and having taken the baccalaureate subjects listed in column four to Annex I of Royal Decree 777/98 will be evaluated, in that order.

Diplomas

Pupils successfully completing these courses are awarded a "Senior Technician" diploma for the respective occupation. Such diploma qualifies them for university studies related to the vocational family in question (Royal Decree 777/1998 of 30 April, Official Government Journal of 8 May).

Thirty per cent of new enrolments is reserved to pupils who have successfully completed an advanced level training course (Royal Decree 1005/1991 of 14 June, Official Government Journal of 26 June).

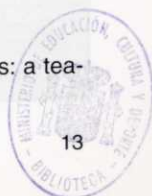
The certification earned by students will be honoured nation-wide.

3.2.3. On-the-job training (F.C.T.)

One of the most prominent features of the new approach to vocational training is the on-the-job training module, which forms a part of each and every one of the training courses.

This specific training unit is delivered in the work place and features the following characteristics:

- activities are subject to prior programming;
- the respective diploma is subject to completion of this module;
- course content consists of conducting productive activities characteristic of the specific vocational profile;
- learning takes place in a real productive environment: the work place;
- two professionals are in charge of advising pupils in the training process: a teacher (at school) and a supervisor (on the job).



All pupils must take this module, which is a graduation requirement. (In the former approach to vocational training - Act 70 - internship was voluntary). This module accounts for around 20% of the total course hours.

The fundamental objectives of this module are as follows:

- 1) Apply the theoretical knowledge acquired in educational institutions to specific productive processes in real work situations.
- 2) Know and understand the actual socio-labour organisation of a work place and in particular:
 - what jobs are involved in a given productive industry;
 - what functional and organisational relationships exist among the different workers in a company;
 - how certain tasks or activities are related to others;
 - how responsibilities are organised and distributed;
 - what a real work schedule or shift is like, etc.

This module is similar to all the others comprising each course. A series of evaluation criteria, intended to show whether the pupil has reached the level of competence required, is formulated as a guideline to ascertain whether the objectives proposed in the course have been achieved.

The training programme is formulated to take account of two broad considerations:

1.- The overall vocational competence associated with the respective diploma:

- | |
|--|
| • Generic activities that should address the skills to be finally acquired, ascertaining which are the most appropriate for the work environment, group of pupils and educational institution. |
| • Activities for evaluation (observing the evaluation criteria laid down in each Royal Decree for the respective diploma). |
| • Objectives envisaged for the on-the-job module, in keeping with the characteristics of the work environment. |

2^a.- The work place:

- | |
|---|
| • Goods and services produced by the company. |
| • Jobs. |
| • Productive processes. |
| • Company organisational chart. |
| • Communications. |

Finally, it should be stressed that on-the-job training involves a number of different educational and business agents. The former consist primarily of governmental and school authorities, whereas the latter, in addition to companies, include intermediaries such as Chambers of Commerce or employers' organisations at any level.

All "training programme" activities laid down in the collaboration agreement must be conducted in on-the-job training.

At the end of the process, the educational institution teacher will grade the pupil's performance in on-the-job training, taking account of the "work place supervisor's appraisal" of the trainee's vocational competence.

3.3 Listing of course diplomas

Formal vocational training is organised into *vocational families*⁶ corresponding to the training needs of the country's different industries.

Training courses are organised into 22 families and a total of 135 intermediate and advanced level diplomas is offered, as follows:

Intermediate level training courses	61 diplomas.
Advanced level training courses	74 diplomas.

The list of diplomas is given in the annexes hereto (see attached annexes.)

3.4. Legislation on vocational training

Constitutional Act 1/90 governing the Education System (B.O.E. of 4 October 1990).

Royal Decree 676/93 of 7 May, laying down general guidelines on vocational training diplomas and respective minimum schooling requirements (B.O.E. 22 May 1993).

Royal Decree 777/98 of 30 April, enlarging on certain aspects of vocational training in the framework of the education system (B.O.E. 8 May 1998).

Order 31/07/98 regulating the admission of pupils in advanced level specific vocational training in publicly funded education institutions. (B.O.E. 14 August 1998).

Royal Decrees laying down the Minimum Schooling requirements and Curriculum of the different Vocational Training Courses (See Annex "Listing of formal vocational training diplomas, page...")

⁶ *Vocational family*: Term covering the suite of training courses with similar characteristics and course content corresponding to a given productive sector, which comprise the educational offering for specific vocational training for that sector. Each family requires its own teaching team, physical classroom space and material resources.

4. SOCIAL GUARANTEE PROGRAMMES

Article 23 of the LOGSE provides, for pupils not completing compulsory secondary education, for social guarantee programmes to furnish them with elementary schooling and vocational training that will ensure their employability or enable them to continue studying.

Each educational authority regulates the development of its own social guarantee programmes (training components, duration, etc.)

By way of illustration, the social guarantee programmes in the territory under the authority of the Ministry of Education and Culture are described below.

4.1. Characteristics of social guarantee programmes

These are training programmes for young people with no employment qualifications, intended to improve their overall training and qualify them for certain trades or jobs and to fit a number of vocational profiles. The 720 to 1,800 training hours involved are distributed over 26-30-hour weeks. These programmes are free of charge.

They target young adults between the ages of 16 and 21 who have not completed Compulsory Secondary Education and have no vocational training diploma. There is a series of different alternatives, adapted to pupils' characteristics and expectations.

4.2. Objectives

Enhance young people's general education and consequently their employability and enable those who wish to continue their studies to do so.

Prepare them for an occupation.

Facilitate the development of the habits and abilities needed to participate in society as responsible and autonomous citizens and workers.

4.3. Where the courses are delivered

- Public and chartered schools under the aegis of the Ministry of Education and Culture.
- Local institutions (Town Halls, Provincial Delegations, Associated Townships...).
- Private not-for-profit institutions and non-governmental organisations.
- Other public bodies where authorised by the Ministry of Education and Culture.

4.4. Social guarantee programme alternatives

Social guarantee programmes are organised into four alternative course layouts, adapted to pupils' needs, characteristics and expectations.

- *Vocational initiation*

Courses are held in schools and in addition to preparing young people for the working world, they may facilitate educational mainstreaming of pupils who wish to continue their training, particularly at the intermediate level. These courses run for 990 class hours or one full academic year.

- *Training-employment*

These are programmes implemented by local institutions or business associations that provide first-time work experience, in which training is combined with productive work for young people with limited resources. The duration is 1,100 hours or 12 months.

- *Occupational workshops*

These programmes place special emphasis on the development and consolidation of attitudes of harmonious community life and participation in society among young people from low income backgrounds or with problems of adaptation as well as on the recovery of the motivation to learn. They are delivered in environments resembling actual work environments. The duration is 1,100 hours or 12 months.

- *Programmes for pupils with special educational needs*

These programmes target young people with special educational needs associated with personal disabilities who have attended secondary or middle school. The purpose is to mainstream pupils personally and socially and enhance their employability through the acquisition of a vocational profile that will afford them access to job opportunities. The duration is 1,800 hours or two academic years.

4.5 Course components

- * *Vocational training*

Prepares pupils for jobs that do not require vocational training technician diplomas.

- * *Vocational training and guidance*

Familiarises pupils with the legal framework, working conditions, health and safety standards and labour relations for the occupation in question.

** Basic training*

The objective is for young adults to acquire or enhance their understanding of and abilities in areas of compulsory education that are particularly useful to and supportive of social mainstreaming and employability.

** Tutoring*

Facilitates pupils' personal development and social maturity through activities that enhance self-esteem, motivation, social skills and self-control, etc.

** Supplementary activities*

Offers pupils the possibility to participate in cultural and sports activities to acquire healthy leisure and free time habits.

4.6. Vocational profiles

The vocational profiles offered under the social guarantee programmes correspond to the 22 formal vocational training families. The following is a list of the ones currently delivered under the various alternatives.

- Market garden farm worker
- Greenhouse and garden worker
- Forest worker
- Flower shop attendant
- Worm farm worker
- Auxiliary clerical services
- Quick print and paper handling worker
- Pottery worker
- Jewellery worker
- Shop attendant
- Street seller
- Photography lab assistant
- Masonry labourer
- Plumbing labourer
- Light cladding labourer
- Painter-wallpaper hanger
- Plasterer
- Quarry worker
- Painter-decorator
- Low voltage electric installation worker
- Aluminium construction worker
- Welding worker
- Blacksmith, agriculture
- Industrial boiler manufacture worker

- Kitchen helper
- Restaurant-bar helper
- Lodging, bedding and laundry helper
- Industrial laundry worker
- Hair stylist assistant
- Fish and seafood preserve industry worker
- Worker engaging in the location, processing and packaging of natural and ecological products
- Slaughter house and preliminary meat processing worker
- Dairy industry worker
- Bakery assistant
- Industrial bakery assistant
- Fish shop attendant
- Vineyard and wine processing worker
- Manufacture and installation of modular furniture worker
- Carpentry worker
- Wood machining worker
- Cork transformation worker
- Vehicle body worker
- Vehicle repair assistant
- Motorcycle repair assistant
- Aircraft interiors installer's assistant
- Air conditioning worker
- Basic building maintenance worker
- Ancillary industrial handling worker
- Health transport assistant
- Life guard
- Home care and nursing home assistant
- Gold embroiderer
- Industrial garment manufacture machine operator
- Shoe and leather repair worker
- Upholsterer

4.7. Legislation on social guarantee programmes

- Constitutional Act 1/1990 of 3 October governing the Education System, Chap. III, Art. 23
- Royal Decree 696/1995 of 28 April governing education for pupils with special educational needs.
- Royal Decree 299/1996 of 28 February, regulating aspects relating to compensatory action in education.
- Ministerial Order of 12 January 1993 (BOE of the 19th) regulating social guarantee programmes during the period of anticipated implementation of the higher two grades of compulsory secondary education.

- Instructions delivered by the Directorate General of Vocational Training and Educational Promotion at the beginning of each school year for the implementation and development of social guarantee programmes.

5. DISTANCE VOCATIONAL TRAINING

The primary feature of distance vocational training is that it comprises two kinds of course content: content that can be studied by pupils on their own using the self-teaching materials formulated for the specific training course; and content that calls for practical training and therefore personal attendance.

In the distance mode, course content has been duly *timed*⁷ so pupils only have to actually attend school for a given number of hours for tutoring.

Despite the above, the scant amount of time that the beneficiaries of this educational offering can devote to training often limits the number of modules they can take in any given year. The distance vocational training model features the following to enable pupils to adapt their training to the time they have available:

- Pupils may enrol in only part of the modules comprising a course.
- For all intents and purposes, pupils are part of the student body of the public school where they are enrolled.
- Application for credit for the on-the-job training module may be filed where work experience can be substantiated.

At this time the Ministry of Education and Culture is preparing its distance specific vocational training programme, taking account of the characteristics of the students it targets, labour market needs and the very characteristic features of such education.

6. FURTHER INFORMATION

6.1. Grants and scholarships

Article 66.1 of the LOGSE states: "To guarantee the equality of all citizens in the exercise of their right to education, grants and scholarships shall be instituted to compensate for unfavourable socio-economic inequalities among pupils and awarded, moreover, in post-compulsory schooling on the grounds of aptitude and academic performance. Any necessary co-ordination and collaboration procedures shall be established to articulate an effective system of verification and control of the grants awarded".

Every year, the Ministry of Education and Culture publishes the general notice calling for applications for grants in the Official Government Journal for the respective school year.

⁷ Timing: Programmed sequence of the teaching units comprising a course, whether for face-to-face or distance learning.

The notice sets out the deadlines and kinds of grants available for each educational level, specifying:

a) *Who can apply for a grant or scholarship?:*

It is indispensable, to receive a grant, to meet the requirements set out in the notice (have earned no academic diploma under the new approach to vocational training and be enrolled in some one of the educational levels mentioned in the notice).

b) *When should applications for grants be filed?:*

The deadline is always 30 September of the year in which the school year begins.

c) *Where to apply.*

The application forms can be purchased in Governmental tobacco shops and completed forms are submitted to the office of the school where pupils are enrolled.

d) *Kinds of scholarships.*

- Compensatory aid.
- Transportation grant.
- Room and board grant.
- Grant on the grounds of the school's financial regime.
- Aid for books and other materials.

e) *Information on grants.*

In any Provincial Delegation of the Ministry of Education and Culture and in secondary school offices.

6.2. Implementation timetable

To ensure gradual, seamless *implementation*⁸ of the new approach to secondary schooling (ESO, baccalaureates and vocational training) under conditions of maximum educational quality, barring anticipated implementation in certain cases, the timetable for applying the new education system proposed under Royal Decree 173/1998 of 16 February (BOE 17.02.98) is as follows:

⁸ *Implementation*: Process whereby FPI and II (vocational training I and II) diplomas established under the former General Education Act, adopted in 1970, are replaced by the new training courses laid down in the LOGSE.

YEAR	NO LONGER DELIVERED:	DELIVERY INITIATED:
1999-2000	BUP, 2nd year FP I, 2nd year	ESO, 4th year.
2000-2001	BUP, 3rd year FP II, 1st year (specialised schooling) Supplementary schooling to access FP II from FP I	Baccalaureate. Intermediate and advanced courses (throughout the period covered by the timetable, when all intermediate courses are to become available). Intermediate and advanced level plastic arts and design courses.
2001-2002	COU, FP II, 2nd year (specialised schooling) FP II, 1st year (general schooling)	Baccalaureate, 2nd year. Intermediate level courses (general availability)
2002-2003	FP II, 3rd year (specialised schooling) FP II, 2nd year (general schooling) Extraordinary exams for earning grammar school equivalence ("graduado escolar") diplomas.	Advanced level courses (general availability)

Translator's note:

BUP - Polyvalent unified baccalaureate

ESO - Compulsory secondary education

FP - Vocational training

- Beginning in school year 1998/99, educational authorities may convene exams for awarding technician and senior technician diplomas under conditions to be determined.
- Until school year 2001/2002 exams for non-formal schooling will be convened to award auxiliary technician diplomas (FP I).
- Advanced level courses will be implemented gradually, in keeping with the anticipated implementation of baccalaureate.
- The educational authorities may allow for possible anticipation of the above timetable in certain areas, in order to extend training courses and progressively introduce the new baccalaureate.

6.3. Tests to evaluate non-formal schooling

Every year, the Ministry of Education and Culture convenes exams for non-formal schooling in public schools under its aegis to award FP I auxiliary technician diplomas in the respective branches of vocational training.

One of the following requirements must be met to qualify for such exams:

- Not be enrolled in ordinary schooling, be over 18 years of age and meet one of the following requirements:
 - a) Have a Ministry of Education and Culture officially approved vocational schooling diploma or certificate.
 - b) Have one year of work experience and an FP I or elementary baccalaureate attendance certificate ("certificado escolar"), a grammar school equivalence diploma ("graduado escolar") or primary school certificate.
 - c) Have a first tier vocational training attendance certificate and have passed some one of the subject areas in each of the two grades.
 - d) Substantiate participation in such exams on a prior occasion.

Each Ministry of Education and Culture Provincial Delegation (Territorial Deputy Directorate in the case of Madrid) will specify the schools where enrolment and examinations will take place. Two exams are convened per year, in May and December (enrolment is generally one month prior to each exam). The dates of the examination and enrolment are published in the Official Government Journal every year in March.

6.4 Where to obtain guidance and further information

6.4.1. Ministry of Education and Culture

CITIZEN'S INFORMATION AND SERVICE BUREAU

Educational Information Unit

C/ Alcalá, 36 Ground floor . Madrid 28014

☎ 34 91 521 55 11

E-mail: información@mec.es

DIRECTORATE GENERAL OF VOCATIONAL TRAINING AND EDUCATIONAL PROMOTION

C/ Los Madrazo, 17 1st floor . Madrid 28014

☎ 34 91 701 80 00

DEPUTY GENERAL DIRECTORATE OF EDUCATIONAL PROMOTION AND VOCATIONAL GUIDANCE

C/ Los Madraza, 17 1st floor. Madrid 28014

☎ 34 91 701 80 00

E-mail: sop@educ.mec.es

DEPUTY GENERAL DIRECTORATE OF GRANTS AND SCHOLARSHIPS

C/ Torrelaguna, 58. Madrid 28027

34 91 408 20 00

DEPUTY GENERAL DIRECTORATE OF LIFE-LONG EDUCATION

C/ Argumosa, 43 Pavilion 4. Madrid 28012

☎ 34 91 506 56 00

CENTRE FOR INNOVATION AND DEVELOPMENT OF DISTANCE EDUCATION (C.I.D.E.A.D.)

C/ Argumosa, 43 Pavilion 4. Madrid 28012

☎ 34 91 506 56 00

DEPUTY GENERAL DIRECTORATE OF FORMAL VOCATIONAL TRAINING

C/ Argumosa, 43 Pavilion 5. Madrid 28012

☎ 34 91 506 56 00

DEPUTY GENERAL DIRECTORATE OF EDUCATIONAL INSPECTION

Paseo del Prado, 28. Madrid 28014

☎ 34 91 506 56 00

DEPUTY GENERAL DIRECTORATE OF DIPLOMAS, RECOGNITIONS AND OFFICIAL AUTHORISATIONS

Paseo del Prado, 28. Madrid 28014

☎ 34 91 506 56 00

SECRETARY OF STATE FOR UNIVERSITIES AND RESEARCH

C/ Serrano, 150. Madrid 28006

☎ 34 91 550 54 00

6.4.2. Ministry of Education and Culture Provincial Delegations

PROVINCIAL DELEGATION	ADDRESS	CITY	POSTAL CODE	TELEPHONE NO.
Ceuta	Rampa de Abastos, 5	Ceuta	17001	+ 34 956 51 80 37 + 34 956 51 66 40
Melilla	C/ Cervantes, 6	Melilla	29871	+ 34 952 68 40 61

6.4.3. AUTONOMOUS REGIONS

AUTONOMOUS REGION	ADDRESS	CITY	POSTAL CODE	TELEPHONE NO.
ANDALUSIA Regional Ministry of Education and Science	Edif.Torretriana- Isla de la Cartuja.	Seville	41071	+ 34 95 445 99 99 + 34 95 4464800
ARAGON Regional Ministry of Education and Culture of the General Governmental Delegation of Aragon	Pº de María Agustín, 36	Zaragoza	50004	+ 34 97 671 40 00
ASTURIAS Regional Ministry of Culture of the Principality of Asturias	Plaza del Sol, 8	Oviedo	33009	+34 98 510 67 00
BALEARIC ISLES Regional Ministry of Culture, Education and Sports	C/ Sant Felió, 8	Palma de Mallorca	07012	+34 971 17 65 00/02
CANARY ISLANDS Regional Ministry of Education, Culture and Sports. Territorial Department of Education	c/ Marina, 26 Edificio Multiple I	Santa Cruz de Tenerife	38779	+34 922 476372
CANTABRIA Regional Ministry of Education and Youth	C/ Vargas, 53	Santander	39010	+34 942 20 75 05
CASTILE-LA MANCHA Regional Ministry of Education and Culture	Pza. Virgen de Gracia, 6	Toledo	45071	+34 925 26 74 00
CASTILE & LEON Regional Ministry of Education and Culture	Monasterio Ntra. Sra. del Prado	Valladolid	47071	+34 983 41 15 40

6.4.3. AUTONOMOUS REGIONS (Continuación)

DIRECCIÓN AUTONOMA	DIRECCIÓN	CIUDAD	DISTRITO POSTAL	TELÉFONO
CATALONIA Regional Department of Education of the "Generalitat"	Vía Augusta, 202 al 226	Barcelona	08071	+34 93 400 69 00
EXTREMADURE Regional Ministry of Education and Youth	C/ Santa Julia, 5	Mérida (Badajoz)	06800	+34 924 38 11 00
GALICIA Regional Ministry of Education and University Organisation	Edificio San Caetano s/n	Santiago de Compostela	15704	+34 987 20 27 11
LA RIOJA Regional Ministry of Education, Culture, Youth and Sports	C/ Vara del Rey, 3	Logroño (La Rioja)	26071	+34 941 29 11 00
MADRID Regional Ministry of Education and Culture	C/ Alcalá, 32	Madrid	28014	+34 91 580 40 00
MURCIA Regional Ministry of Culture and Education	Gran Vía, 42	Murcia	30005	+34 968 36 20 00
NAVARRRE Regional Ministry of Education and Culture	Cuesta de Santo Domingo, 1	Pamplona	31001	+34 948 10 65 00
BASQUE COUNTRY Regional Ministry of Education, Universities and Research	C/ Duque de Wellington, 2	Vitoria-Gasteiz	01010	+34 945 18 80 00
VALENCIA Regional Ministry of Education and Science	Avenida Campanar, 32	Valencia	46015	+34 96 386 65 00 3863001

6.4.4. INTERNET

PROVINCES UNDER MINISTRY OF EDUCA- TION & CULTURE AEGIS.	WEB PAGES
CEUTA	www.ciudad-ceuta.com/ciudad-ceuta/cultura
MELILLA	in preparation

6.4.5. INTERNET

Autonomous Region REGIONAL MINIS- TRIES OF EDUCATION	WEB PAGES
ANDALUSIA	www.junta-andalucia.es
ARAGON	www.aragon.net/aragon/web/dga
CANARY ISLANDS	www.educa.rcanaria.es
CANTABRIA	www.cantabria.org
CASTILE & LEON	www.jcyl.es/jcyl/cec
CASTILE- LA MANCHA	www.jccm.es/
CATALONIA	www.gencat.es/ense
Region of VALENCIA	www.gva.es/
Region of NAVARRE	www.pnte.cfnavarra.es/
Region of MADRID	www.comadrid.es/cmadrid/frmain.htm#educacion
EXTREMADURE	www.juntaex.es/consejerias/ect
GALICIA	www.xunta.es/conselle/ceoug/index.htm
BALEARIC Isles	www.caib.es/
LA RIOJA	www.mec.es/dp/rioja
BASQUE COUNTRY	www1.euskadi.net/castellano/gv
Principality of ASTU- RIAS	www.princast.es/conse/cultura/
Region of MURCIA	www.carm.es/cce/index.html

7. ANNEXES

7.1 Listing of formal vocational training diplomas.

AGRICULTURAL ACTIVITIES

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Forestry work and environmental protection.	Minimum schooling requirements: ROYAL DECREE 1713/1996 of 12 July (BOE 11-9-96). Curriculum: ROYAL DECREE 1261/1997 of 24 July (BOE 11-9-97). Corrigendum: BOE 11-10-97.
	Landscaping.	Minimum schooling requirements: ROYAL DECREE 1714/1996 of 12 July (BOE 13-9-96). Curriculum: ROYAL DECREE 1260/1997 of 24 July (BOE 11-9-97). Corrigendum: BOE 11-10-97.
	Large agricultural enterprises.	Minimum schooling requirements: ROYAL DECREE 1715/1996 of 12 July (BOE 12-9-96). Curriculum: ROYAL DECREE 1257/1997 of 24 July (BOE 9-9-97).
	Intensive crop farming.	Minimum schooling requirements: ROYAL DECREE 1716/1996 of 12 July (BOE 13-9-96). Curriculum: ROYAL DECREE 1258/1997 of 24 July (BOE 10-9-97).
	Livestock raising.	Minimum schooling requirements: ROYAL DECREE 1717/1996 of 12 July (BOE 20-9-96). Curriculum: ROYAL DECREE 1259/1997 of 24 July (BOE 10-9-97).
ADVANCED	Corporate farming/livestock raising management and organisation.	Minimum schooling requirements: ROYAL DECREE 1711/1996 of 12 July (BOE 13-9-96). Curriculum: ROYAL DECREE 1255/1997 of 24 July (BOE 8-9-97).
	Natural resource and landscape management and organisation.	Minimum schooling requirements: ROYAL DECREE 1712/1996 of 12 July (BOE 19-9-96). Curriculum: ROYAL DECREE 1256/1997 of 24 July (BOE 9-9-97).

EXERCISE AND SPORTS

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Exercise-sports guidance in natural environments.	Minimum schooling requirements: ROYAL DECREE 2049/1995 of 22 December (BOE 14-2-96). Curriculum: ROYAL DECREE 1263/1997 of 24 July (BOE 12-9-97).
ADVANCED	Exercise-sports coaching.	Minimum schooling requirements: ROYAL DECREE 2048/1995 of 22 December (BOE 9-2-96). Curriculum: ROYAL DECREE 1262/1997 of 24 July (BOE 11-9-97).

MARITIME AND FISHING ACTIVITIES

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Fishing and maritime shipping.	Minimum schooling requirements: ROYAL DECREE 724/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 747/1994 of 22 April (BOE 28-6-94).
	Operation, monitoring and maintenance of vessel equipment and facilities.	Minimum schooling requirements: ROYAL DECREE 725/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 748/1994 of 22 April (BOE 28-6-94).
	Mariculture.	Minimum schooling requirements: ROYAL DECREE 726/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 749/1994 of 22 April (BOE 19-7-94).
	Mid-sea diving.	Minimum schooling requirements: ROYAL DECREE 727/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 750/1994 of 22 April (BOE 19-7-94).
ADVANCED	Navigation, fishing and maritime shipping.	Minimum schooling requirements: ROYAL DECREE 721/1994 of 22 April (BOE 23-6-94). Curriculum: ROYAL DECREE 744/1994 of 22 April (BOE 28-6-94).
	Supervision and monitoring of maritime equipment and vessel facilities.	Minimum schooling requirements: ROYAL DECREE 722/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 745/1994 of 22 April (BOE 28-6-94). Corrigendum: BOE 04-11-94.
	Mariculture production.	Minimum schooling requirements: ROYAL DECREE 723/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 746/1994 of 22 April (BOE 28-6-94). Corrigendum: BOE 04-11-94.

ADMINISTRATION

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Clerical procedures.	Minimum schooling requirements: ROYAL DECREE 1662/1994 of 22 July (BOE 30-9-94). Curriculum: ROYAL DECREE 1677/1994 of 22 July (BOE 6-10-94).
ADVANCED	Secretarial work.	Minimum schooling requirements: ROYAL DECREE 1658/1994 of 22 July (BOE 30-9-94). Curriculum: ROYAL DECREE 1673/1994 of 22 July (BOE 6-10-94).
	Administration and finance.	Minimum schooling requirements: ROYAL DECREE 1659/1994 of 22 July (BOE 30-9-94). Curriculum: ROYAL DECREE 1674/1994 of 22 July (BOE 6-10-94).

GRAPHIC ARTS

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Graphic art pre-printing.	Minimum schooling requirements: ROYAL DECREE 2424/1994 of 16 December (BOE 16-2-95). Curriculum: ROYAL DECREE 2435/1994 of 16 December (BOE 17-2-95).
	Graphic art printing.	Minimum schooling requirements: ROYAL DECREE 2425/1994 of 16 December (BOE 16-2-95). Curriculum: ROYAL DECREE 2436/1994 of 16 December (BOE 17-2-95).
	Binding and paper and cardboard handling.	Minimum schooling requirements: ROYAL DECREE 2425/1994 of 16 December (BOE 16-2-95). Curriculum: ROYAL DECREE 2437/1994 of 16 December (BOE 17-2-95).
ADVANCED	Publishing design and production.	Minimum schooling requirements: ROYAL DECREE 2422/1994 of 16 December (BOE 15-2-95). Curriculum: ROYAL DECREE 2433/1994 of 16 December (BOE 17-2-95).
	Production in graphic arts industries.	Minimum schooling requirements: ROYAL DECREE 2423/1994 of 16 December (BOE 15-2-95). Curriculum: ROYAL DECREE 2434/1994 of 16 December (BOE 17-2-95).

TRADE AND MARKETING

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Trade.	Minimum schooling requirements: ROYAL DECREE 1655/1994 of 22 July (BOE 29-9-94) Curriculum: ROYAL DECREE 1670/1994 of 22 July (BOE 4-10-94)
ADVANCED	Sales management and marketing.	Minimum schooling requirements: ROYAL DECREE 1651/1994 of 22 July (BOE 28-9-94) Curriculum: ROYAL DECREE 1666/1994 of 22 July (BOE 4-10-94).
	Consumer services.	Minimum schooling requirements: ROYAL DECREE 1652/1994 of 22 July (BOE 28-9-94). Curriculum: ROYAL DECREE 1667/1994 of 22 July (BOE 4-10-94).
	International trade.	Minimum schooling requirements: ROYAL DECREE 1653/1994 of 22 July (BOE 29-9-94). Curriculum: ROYAL DECREE 1668/1994 of 22 July (BOE 4-10-94).
	Shipping procedures.	Minimum schooling requirements: ROYAL DECREE 1654/1994 of 22 July (BOE 29-9-94). Curriculum: ROYAL DECREE 1669/1994 of 22 July (BOE 4-10-94).

COMMUNICATION, VIDEO AND SOUND

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Video laboratory.	Minimum schooling requirements: ROYAL DECREE 2037/1995 of 22 December (BOE 7-2-96). Curriculum: ROYAL DECREE 447/1996 of 8 March (BOE 17-4-96).
ADVANCED	Video.	Minimum schooling requirements: ROYAL DECREE 2033/1995 of 22 December (BOE 2-2-96). Curriculum: ROYAL DECREE 443/1996 of 8 March (BOE 16-4-96).
	Audio-visual, radio and live performance production.	Minimum schooling requirements: ROYAL DECREE 2034/1995 of 22 December (BOE 3-2-96). Curriculum: ROYAL DECREE 444/1996 of 8 March (BOE 16-4-96).
	Co-ordination of audio-visual and live performance productions.	Minimum schooling requirements: ROYAL DECREE 2035/1995 of 22 December (BOE 5-2-96). Curriculum: ROYAL DECREE 445/1996 of 8 March (BOE 16-4-96).
	Sound.	Minimum schooling requirements: ROYAL DECREE 2036/1995 of 22 December (BOE 6-2-96). Curriculum: ROYAL DECREE 446/1996 of 8 March (BOE 17-4-96).

CONSTRUCTION AND CIVIL WORKS

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Construction finishings.	Minimum schooling requirements: ROYAL DECREE 2211/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 141/1994 of 4 February (BOE 15-3-94).
	Concrete works.	Minimum schooling requirements: ROYAL DECREE 2213/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 139/1994 of 4 February (BOE 15-3-94).
	Construction equipment operation and maintenance.	Minimum schooling requirements: ROYAL DECREE 2214/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 138/1994 of 4 February (BOE 15-3-94).
	Masonry.	Minimum schooling requirements: ROYAL DECREE 2212/1993 of 17 December (BOE 21-2-94). Curriculum: ROYAL DECREE 140/1994 of 4 February (BOE 15-3-94).
ADVANCED	Construction design. Development and application.	Minimum schooling requirements: ROYAL DECREE 2208/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 136/1994 of 4 February (BOE 15-3-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Urban planning and topographic operations.	Minimum schooling requirements: ROYAL DECREE 2209/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 135/1994 of 4 February (BOE 11-3-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Site works and planning.	Minimum schooling requirements: ROYAL DECREE 2210/1993 of 17 December (BOE 9-3-94). Curriculum: ROYAL DECREE 137/1994 of 4 February (BOE 15-3-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).

ELECTRICITY AND ELECTRONICS

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Electro-technological equipment and installations.	Minimum schooling requirements: ROYAL DECREE 623/1995 of 21 April (BOE 17-8-95). Curriculum: ROYAL DECREE 196/1996 of 9 February (BOE 7-3-96).
	Consumer electronics.	Minimum schooling requirements: ROYAL DECREE 624/1995 of 21 April (BOE 18-8-95). Curriculum: ROYAL DECREE 195/1996 of 9 February (BOE 6-3-96).
ADVANCED	Automatic regulation and control systems.	Minimum schooling requirements: ROYAL DECREE 619/1995 of April (BOE 8-8-95). Curriculum: ROYAL DECREE 191/1996 of 9 February (BOE 6-3-96).
	Electronic product development.	Minimum schooling requirements: ROYAL DECREE 620/1995 of 21 April (BOE 9-8-95). Curriculum: ROYAL DECREE 193/1996 of 9 February (BOE 11-3-96).
	Electro-technological service facilities.	Minimum schooling requirements: ROYAL DECREE 621/1995 of 21 April (BOE 10-8-95). Curriculum: ROYAL DECREE 192/1996 of 9 February (BOE 9-3-96).
	Telecommunication and information technology systems.	Minimum schooling requirements: ROYAL DECREE 622/1995 of 21 April (BOE 11-8-95). Curriculum: ROYAL DECREE 194/1996 of 9 February (BOE 6-3-1996).

MECHANICAL MANUFACTURING

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Welding and boiler forging.	Minimum schooling requirements: ROYAL DECREE 1657/1994 of 22 July (BOE 27-9-94). Curriculum: ROYAL DECREE 1672/1994 of 22 July (BOE 5-10-94).
	Mechanisation.	Minimum schooling requirements: ROYAL DECREE 2419/1994 of 16 December (BOE 9-2-95). Curriculum: ROYAL DECREE 2430/1994 of 16 December (BOE 13-2-95).
	Surface and heat treatments.	Minimum schooling requirements: ROYAL DECREE 2420/1994 of 16 December (BOE 10-2-95). Curriculum: ROYAL DECREE 2431/1994 of 16 December (BOE 14-2-95).
	Casting.	Minimum schooling requirements: ROYAL DECREE 2421/1994 of 16 December (BOE 10-2-95). Curriculum: ROYAL DECREE 2432/1994 of 16 December (BOE 14-2-95).
ADVANCED	Metal construction.	Minimum schooling requirements: ROYAL DECREE 1656/1994 of 22 July (BOE 27-9-94). Curriculum: ROYAL DECREE 1671/1994 of 22 July (BOE 5-10-94).
	Mechanical design development.	Minimum schooling requirements: ROYAL DECREE 2416/1994 of 16 December (BOE 8-2-95). Curriculum: ROYAL DECREE 2427/1994 of 16 December (BOE 11-2-95).
	Mechanised production.	Minimum schooling requirements: ROYAL DECREE 2417/1994 of 16 December (BOE 8-2-95). Curriculum: ROYAL DECREE 2428/1994 of 16 December (BOE 11-2-95).
	Casting and powder metallurgy production.	Minimum schooling requirements: ROYAL DECREE 2418/1994 of 16 December (BOE 9-2-95). Curriculum: ROYAL DECREE 2429/1994 of 16 December (BOE 13-2-95).

HOTEL AND TOURIST TRADE

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Culinary arts.	Minimum schooling requirements: ROYAL DECREE 2219/1993 of 17 December (BOE 11-3-94) Curriculum: ROYAL DECREE 146/1994 of 4 February (BOE 15-3-94).
	Pastry and bread-baking.	Minimum schooling requirements: ROYAL DECREE 2220/1993 of 17 December (BOE 11-3-94). Curriculum: ROYAL DECREE 147/1994 of 4 February (BOE 15-3-94).
	Restaurant and bar services.	Minimum schooling requirements: ROYAL DECREE 2221/1993 of 17 December (BOE 10-3-94). Curriculum: ROYAL DECREE 148/1994 of 4 February (BOE 15-3-94).
ADVANCED	Travel agencies.	Minimum schooling requirements: ROYAL DECREE 2215/1993 of 17 December (BOE 19-2-94). Curriculum: ROYAL DECREE 144/1994 of 4 February (BOE 15-3-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Tourist information and marketing.	Minimum schooling requirements: ROYAL DECREE 2217/1993 of 17 December (BOE 21-2-94). Curriculum: ROYAL DECREE 145/1994 of 4 February (BOE 15-3-94) Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Restaurant trade.	Minimum schooling requirements: ROYAL DECREE 2218/1993 of 17 December (BOE 9-3-94). Curriculum: ROYAL DECREE 142/1994 of 4 February (BOE 11-3-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Lodging.	Minimum schooling requirements: ROYAL DECREE 2216/1993 of 17 December (BOE 9-3-94). Curriculum: ROYAL DECREE 143/1994 of 4 February (BOE 15-3-94) Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).

PERSONAL IMAGE

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Hair styling.	Minimum schooling requirements: ROYAL DECREE 629/1995 of 21 April (BOE 21-9-95). Curriculum: ROYAL DECREE 199/1996 of 9 February (BOE 13-3-96).
	Personal grooming.	Minimum schooling requirements: ROYAL DECREE 630/1995 of 21 April (BOE 22-9-95). Curriculum: ROYAL DECREE 200/1996 of 9 February (BOE 13-3-96).
	Characterisation.	Minimum schooling requirements: ROYAL DECREE 631/1995 of 21 April (BOE 22-9-95). Curriculum: ROYAL DECREE 201/1996 of 9 February (BOE 13-3-96).
ADVANCED	Personal image consultancy.	Minimum schooling requirements: ROYAL DECREE 627/1995 of 21 April (BOE 21-9-95). Curriculum: ROYAL DECREE 197/1996 of 9 February (BOE 12-3-96).
	Grooming.	Minimum schooling requirements: ROYAL DECREE 628/1995 of 21 April (BOE 24-8-95). Curriculum: ROYAL DECREE 198/1996 of 9 February (BOE 13-3-96).

FOOD INDUSTRIES

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Slaughter house and butcher/sausage shops.	Minimum schooling requirements: ROYAL DECREE 2051/1995 of 22 December (BOE 8-3-96). Curriculum: ROYAL DECREE 1140/1997 of 11 July (BOE 3-9-97).
	Vegetable, meat and fish preserves.	Minimum schooling requirements: ROYAL DECREE 2052/1995 of 22 December (BOE 14-2-96). Curriculum: ROYAL DECREE 1141/1997 of 11 July (BOE 3-9-97).
	Oil and juice production.	Minimum schooling requirements: ROYAL DECREE 2053/1995 of 22 December (BOE 15-2-96) Curriculum: ROYAL DECREE 1142/1997 of 11 July (BOE 4-9-97).
	Dairy product preparation.	Minimum schooling requirements: ROYAL DECREE 2054/1995 of 22 December (BOE 15-2-96). Curriculum: ROYAL DECREE 1143/1997 of 11 July (BOE 4-9-97).
	Wine and other beverage production.	Minimum schooling requirements: ROYAL DECREE 2055/1995 of 22 December (BOE 16-2-96). Curriculum: ROYAL DECREE 1144/1997 of 11 July (BOE 5-9-97)
	Milling and grain industries.	Minimum schooling requirements: ROYAL DECREE 2056/1995 of 22 December (BOE 16-2-96). Curriculum: ROYAL DECREE 1145/1997 of 11 July (BOE 5-9-97).
	Bread-baking and confectionery.	Minimum schooling requirements: ROYAL DECREE 2057/1995 of 22 December (BOE 9-3-96). Curriculum: ROYAL DECREE 1146/1997 of 11 July (BOE 5-9-97).
ADVANCED	Food industry.	Minimum schooling requirements: ROYAL DECREE 2050/1995 of 22 December (BOE 8-3-96). Curriculum: ROYAL DECREE 1139/1997 of 11 July (BOE 4-9-97).

INFORMATION MANAGEMENT

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	To be developed.	
ADVANCED	Computer system administration.	Minimum schooling requirements: ROYAL DECREE 1660/1994 of 22 July (BOE 30-9-94) Curriculum: ROYAL DECREE 1675/1994 of 22 July (BOE 6-10-94)
	Computer application development.	Minimum schooling requirements: ROYAL DECREE 1661/1994 of 22 July (BOE 30-9-94). Curriculum: ROYAL DECREE 1676/1994 of 22 July (BOE 6-10-94).

WOOD AND FURNITURE

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Wood and cork conversion.	Minimum schooling requirements: ROYAL DECREE 730/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 753/1994 of 22 April (BOE 28-6-94).
	Industrial carpentry and furniture manufacturing.	Minimum schooling requirements: ROYAL DECREE 731/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 754/1994 of 22 April (BOE 29-6-94).
	Customised carpentry and furniture manufacturing and installation.	Minimum schooling requirements: ROYAL DECREE 732/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 755/1994 of 22 April (BOE 19-7-94).
ADVANCED	Carpentry and furniture product development.	Minimum schooling requirements: ROYAL DECREE 728/1994 of 22 April (BOE 23-6-94). Curriculum: ROYAL DECREE 751/1994 of 22 April (BOE 28-6-94).
	Wood and furniture production	Minimum schooling requirements: ROYAL DECREE 729/1994 of 22 April (BOE 13-7-94). Curriculum: ROYAL DECREE 752/1994 of 22 April (BOE 19-7-94).

SELF-PROPELLED VEHICLE MAINTENANCE

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Vehicle electro-mechanics.	Minimum schooling requirements: ROYAL DECREE 1649/1994 of 22 July (BOE 26-9-94). Curriculum: ROYAL DECREE 1664/1994 of 22 July (BOE 3-10-94).
	Bodywork.	Minimum schooling requirements: ROYAL DECREE 1650/1994 of 22 July (BOE 26-9-94). Curriculum: ROYAL DECREE 1665/1994 of 22 July (BOE 3-10-94)
ADVANCED	Automotion.	Minimum schooling requirements: ROYAL DECREE 1648/1994 of 22 July (BOE 26-9-94). Curriculum: ROYAL DECREE 1663/1994 of 22 July (BOE 3-10-94).
	Aero-mechanical maintenance.	Minimum schooling requirements: ROYAL DECREE 625/1995 of 21 April (BOE 23-8-95). Curriculum: ROYAL DECREE 202/1996 of 9 February (BOE 13-3-96).
	Avionics maintenance.	Minimum schooling requirements: ROYAL DECREE 626/1995 of 21 April (BOE 21-9-95). Curriculum: ROYAL DECREE 203/1996 of 9 February (BOE 14-3-96).

MAINTENANCE AND PRODUCTION SERVICES

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Machinery installation and electro-mechanical maintenance and line management.	Minimum schooling requirements: ROYAL DECREE 2045/1995 of 22 December (BOE 13-2-96). Curriculum: ROYAL DECREE 1150/1997 of 11 July (BOE 6-9-97).
	Refrigeration, air-conditioning and heating facility assembly and maintenance.	Minimum schooling requirements: ROYAL DECREE 2046/1995 of 22 December (BOE 12-2-96) Curriculum: ROYAL DECREE 1151/1997 of 11 July (BOE 6-9-97).
	Railway maintenance.	Minimum schooling requirements: ROYAL DECREE 2047/1995 of 22 December (BOE 13-2-96). Curriculum: ROYAL DECREE 1152/1997 of 11 July (BOE 8-9-97).
ADVANCED	Fluid, heat and maintenance service design development.	Minimum schooling requirements: ROYAL DECREE 2042/1995 of 22 December (BOE 19-2-96). Curriculum: ROYAL DECREE 1147/1997 of 11 July (BOE 5-9-97).
	Industrial equipment maintenance.	Minimum schooling requirements: ROYAL DECREE 2043/1995 of 22 December (BOE 20-2-96). Curriculum: ROYAL DECREE 1148/1997 of 11 July (BOE 5-9-97).
	Building service and facility assembly and maintenance.	Minimum schooling requirements: ROYAL DECREE 2044/1995 of 22 December (BOE 21-2-96). Curriculum: ROYAL DECREE 1149/1997 of 11 July (BOE 6-9-97).

CHEMISTRY

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Plastic and rubber processing operations.	Minimum schooling requirements: ROYAL DECREE 818/1993 of 28 May (BOE 22-7-93).C Curriculum: ROYAL DECREE 1077/1993 of 2 July (BOE 18-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94).
	Laboratory operations.	Minimum schooling requirements: ROYAL DECREE 817/1993 of 28 May (BOE 29-7-93). Curriculum: ROYAL DECREE 1076/1993 of 2 July (BOE 18-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94).
	Chemical plant processing operations.	Minimum schooling requirements: ROYAL DECREE 814/1993 of 28 May (BOE 30-7-93). Curriculum: ROYAL DECREE 1073/1993 of 2 July (BOE 17-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94)
	Pulp and paper processing operations.	Minimum schooling requirements: ROYAL DECREE 815/1993 of 28 May (BOE 13-8-93). Curriculum: ROYAL DECREE 1074/1993 of 2 July (BOE 18-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94).
	Industrial pharmaceutical product preparation.	Minimum schooling requirements: ROYAL DECREE 816/1993 of 28 May (BOE 13-8-93). Curriculum: ROYAL DECREE 1075/1993 of 2 July (BOE 18-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Corrigendum (BOE 4-3-94).

CHEMISTRY

LEVEL	TITLE	LEGAL FRAMEWORK
ADVANCED	Pulp and paper processing industries.	Minimum schooling requirements: ROYAL DECREE 809/1993 of 28 May (BOE 7-7-93). Curriculum: ROYAL DECREE 1068/1993 of 2 July (BOE 14-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Chemical processing industries.	Minimum schooling requirements: ROYAL DECREE 808/1993 of 28 May (BOE 8-7-93). Curriculum: ROYAL DECREE 1067/1993 of 2 July (BOE 13-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Industrial preparation of pharmaceutical and similar products.	Minimum schooling requirements: ROYAL DECREE 810/1993 of 28 May (BOE 28-7-93). Curriculum: ROYAL DECREE 1069/1993 of 2 July (BOE 14-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Plastics and rubber.	Minimum schooling requirements: ROYAL DECREE 813/1993 of 28 May (BOE 10-8-93). Curriculum: ROYAL DECREE 1072/1993 of 2 July (BOE 17-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Corrigendum (BOE 4-3-94) Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Analysis and control.	Minimum schooling requirements: ROYAL DECREE 811/1993 of 28 May (BOE 12-8-93). Curriculum: ROYAL DECREE 1070/1993 of 2 July (BOE 16-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).
	Environmental chemistry.	Minimum schooling requirements: ROYAL DECREE 812/1993 of 28 May (BOE 12-8-93). Curriculum: ROYAL DECREE 1071/1993 of 2 July (BOE 16-8-93). Amendments: ROYAL DECREE 2207/1993 of 17 December (BOE 8-2-94). Amendments: ROYAL DECREE 1411/1994 of 25 June (BOE 9-8-94).

HEALTH

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Ancillary nursing care.	Minimum schooling requirements: ROYAL DECREE 546/1995 of 7 April (BOE 5-6-95). Curriculum: ROYAL DECREE 558/1995 of 7 April (BOE 6-6-95).
	Pharmacy.	Minimum schooling requirements: ROYAL DECREE 547/1995 of 7 April (BOE 5-6-95). Curriculum: ROYAL DECREE 559/1995 of 7 April (BOE 6-6-95).
ADVANCED	Dietetics.	Minimum schooling requirements: ROYAL DECREE 536/1995 of 7 April (BOE 2-6-95). Curriculum: ROYAL DECREE 548/1995 of 7 April (BOE 2-6-95)
	Bucco-dental hygiene.	Minimum schooling requirements: ROYAL DECREE 537/1995 of 7 April (BOE 2-6-95). Curriculum: ROYAL DECREE 549/1995 of 7 April (BOE 2-6-95)
	Pathological anatomy and cytology.	Minimum schooling requirements: ROYAL DECREE 538/1995 of 7 April (BOE 3-6-95). Curriculum: ROYAL DECREE 550/1995 of 7 April (BOE 6-6-95).
	Clinical diagnostic laboratory work.	Minimum schooling requirements: ROYAL DECREE 539/1995 of 7 April (BOE 3-6-95). Curriculum: ROYAL DECREE 551/1995 of 7 April (BOE 6-6-95).
	Environmental health.	Minimum schooling requirements: ROYAL DECREE 540/1995 of 7 April (BOE 10-6-95). Curriculum: ROYAL DECREE 552/1995 of 7 April (BOE 10-6-95).
	Dental prostheses.	Minimum schooling requirements: ROYAL DECREE 541/1995 of 7 April (BOE 15-6-95). Curriculum: ROYAL DECREE 553/1995 of 7 April (BOE 15-6-95).

HEALTH (*Continuación*)

LEVEL	TITLE	LEGAL FRAMEWORK
ADVANCED	Orthoprosthetics.	Minimum schooling requirements: ROYAL DECREE 542/1995 of 7 April (BOE 15-6-95). Curriculum: ROYAL DECREE 554/1995 of 7 April (BOE 15-6-95).
	Health documentation.	Minimum schooling requirements: ROYAL DECREE 543/1995 of 7 April (BOE 5-6-95). Curriculum: ROYAL DECREE 555/1995 of 7 April (BOE 6-6-95)
	Radiotherapy.	Minimum schooling requirements: ROYAL DECREE 544/1995 of 7 April (BOE 16-6-95). Curriculum: ROYAL DECREE 556/1995 of 7 April (BOE 16-6-95).
	Diagnostic imaging.	Minimum schooling requirements: ROYAL DECREE 545/1995 of 7 April (BOE 12-6-95). Curriculum: ROYAL DECREE 557/1995 of 7 April (BOE 12-6-95).

SOCIOCULTURAL AND COMMUNITY SERVICES

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	To be developed.	
ADVANCED	Sociocultural counselling.	Minimum schooling requirements: ROYAL DECREE 2058/1995 of 22 December (BOE 21-2-96). Curriculum: ROYAL DECREE 1264/1997 of 24 July (BOE 12-9-97).
	Pre-school education.	Minimum schooling requirements: ROYAL DECREE 2059/1995 of 22 December (BOE 22-2-96). Curriculum: ROYAL DECREE 1265/1997 of 24 July (BOE 11-9-97).
	Sign language interpretation.	Minimum schooling requirements: ROYAL DECREE 2060/1995 of 22 December (BOE 23-2-96). Curriculum: ROYAL DECREE 1266/1997 of 24 July (BOE 11-9-97).
	Social mainstreaming.	Minimum schooling requirements: ROYAL DECREE 2061/1995 of 22 December (BOE 24-2-96). Curriculum: ROYAL DECREE 1267/1997 of 24 July (BOE 11-9-97).

TEXTILE, CLOTHING AND LEATHER

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Spinning and weaving production	Minimum schooling requirements: ROYAL DECREE 739/1994 of 22 April (BOE 13-7-94). Curriculum: ROYAL DECREE 762/1994 of 22 April (BOE 19-7-94).
	Knitted fabric production.	Minimum schooling requirements: ROYAL DECREE 740/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 763/1994 of 22 April (BOE 19-7-94).
	Fabric enhancement operations.	Minimum schooling requirements: ROYAL DECREE 741/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 764/1994 of 22 April (BOE 30-6-94).
	Footwear and leather goods.	Minimum schooling requirements: ROYAL DECREE 742/1994 of 22 April (BOE 13-7-94). Curriculum: ROYAL DECREE 765/1994 of 22 April (BOE 19-7-94).
	Clothing industry.	Minimum schooling requirements: ROYAL DECREE 743/1994 of 22 April (BOE 13-7-94). Curriculum: ROYAL DECREE 766/1994 of 22 April (BOE 19-7-94).

TEXTILE, CLOTHING AND LEATHER (Continuación)

LEVEL	TITLE	LEGAL FRAMEWORK
ADVANCED	Spinning and weaving processes.	Minimum schooling requirements: ROYAL DECREE 733/1994 of 22 April (BOE 17-6-94). Curriculum: ROYAL DECREE 756/1994 of 22 April (BOE 29-6-94). Corrigendum: BOE 11-10-94.
	Knitted fabric processes.	Minimum schooling requirements: ROYAL DECREE 734/1994 of 22 April (BOE 17-6-94). Curriculum: ROYAL DECREE 757/1994 of 22 April (BOE 29-6-94).
	Fabric enhancement processes.	Minimum schooling requirements: ROYAL DECREE 735/1994 of 22 April (BOE 21-6-94). Curriculum: ROYAL DECREE 758/1994 of 22 April (BOE 29-6-94).
	Tanning.	Minimum schooling requirements: ROYAL DECREE 736/1994 of 22 April (BOE 21-6-94). Curriculum: ROYAL DECREE 759/1994 of 22 April (BOE 30-6-94).
	Clothing industry processes.	Minimum schooling requirements: ROYAL DECREE 737/1994 of 22 April (BOE 13-7-94). Curriculum: ROYAL DECREE 760/1994 of 22 April (BOE 19-7-94).
	Pattern cutting.	Minimum schooling requirements: ROYAL DECREE 738/1994 of 22 April (BOE 24-6-94). Curriculum: ROYAL DECREE 761/1994 of 22 April (BOE 19-7-94).

GLASS AND CERAMICS

LEVEL	TITLE	LEGAL FRAMEWORK
INTERMEDIATE	Ceramic product manufacturing.	Minimum schooling requirements: ROYAL DECREE 2040/1995 of 22 December (BOE 8-2-96). Curriculum: ROYAL DECREE 450/1996 of 8 March (BOE 19-4-96).
	Glass and transformed product manufacturing.	Minimum schooling requirements: ROYAL DECREE 2041/1995 of 22 December (BOE 17-2-96). Curriculum: ROYAL DECREE 451/1996 of 8 March (BOE 19-4-96).
ADVANCED	Ceramic product development and manufacture.	Minimum schooling requirements: ROYAL DECREE 2038/1995 of 22 December (BOE 6-2-96). Curriculum: ROYAL DECREE 448/1996 of 8 March (BOE 18-4-96)
	Glass product manufacture and transformation.	Minimum schooling requirements: ROYAL DECREE 2039/1995 of 22 December (BOE 7-2-96). Curriculum: ROYAL DECREE 449/1996 of 8 March (BOE 18-4-96).

