

ERASMUS + KA2

“THE QUALITY DUAL VET” (2019-1-ES01-KA202-064339)



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Seville
NOVEMBER 14th, 2024



Partners



IES Hermanos Machado



The University of Seville



Vocational Education and Training



Università degli Studi di Napoli Federico II
Centro Interdipartimentale di Ricerca
Laboratorio di Urbanistica e di Pianificazione Territoriale
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Università degli studi di Napoli
Federico II



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The Quality Dual•VET

Presentation of the development and conclusions of Output_1

Presentation of Output_2

Seville
NOVEMBER 14th, 2024





01

EVALUATION AND QUALITY CONTROL GUIDE ON DUAL
VOCATIONAL EDUCATION AND TRAINING



02

DIGITAL TOOL FOR EVALUATION AND QUALITY CONTROL OF
DUALVET



1. Product description
2. DualVET phases for evaluation
3. Methodology

Evaluation guide of the agents participating in the DualVET, establishing **quality criteria according to the EQAVET descriptors** that these agents must meet and other resources necessary for the success of the Project such as:

- Vocational training schools
- Companies
- Student Training
- Training itinerary
- Apprentice incorporation into the labor world



1. Product description
2. DualVET phases for evaluation
3. Methodology

- S1 Selection and enrolment of the apprentice
- S2 Selection of training partner companies
- S3 Review of the training itinerary to be carried out
- S4 Training in the vocational training schools
- S5 Training in the Company
- S6 Educational evaluation of the apprentice
- S7 Apprentice incorporation into the labor world

(It is possible the review and inclusion of new phases)



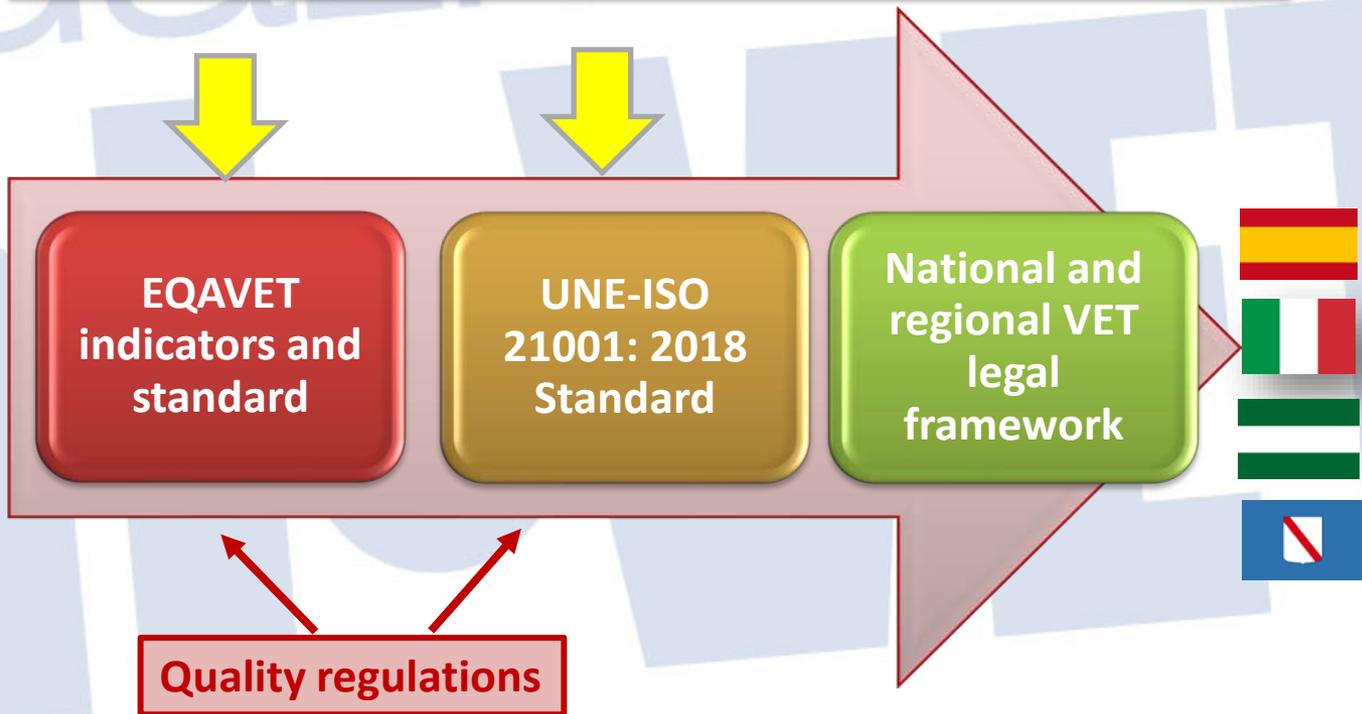
It was not necessary



- 1. Product description
- 2. DualVET phases for evaluation
- 3. Methodology



Sequentially in each phase evaluated, a questionnaire has been prepared according to the following instruments:



1. EQAVET has been reviewed in each stage (S1-S7)



2.12.2020 EN Official Journal of the European Union C 417/1

I
(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COUNCIL

COUNCIL RECOMMENDATION
of 24 November 2020

on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience
(2020/C 417/01)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 166 and 165 thereof,

Having regard to the proposal from the European Commission,

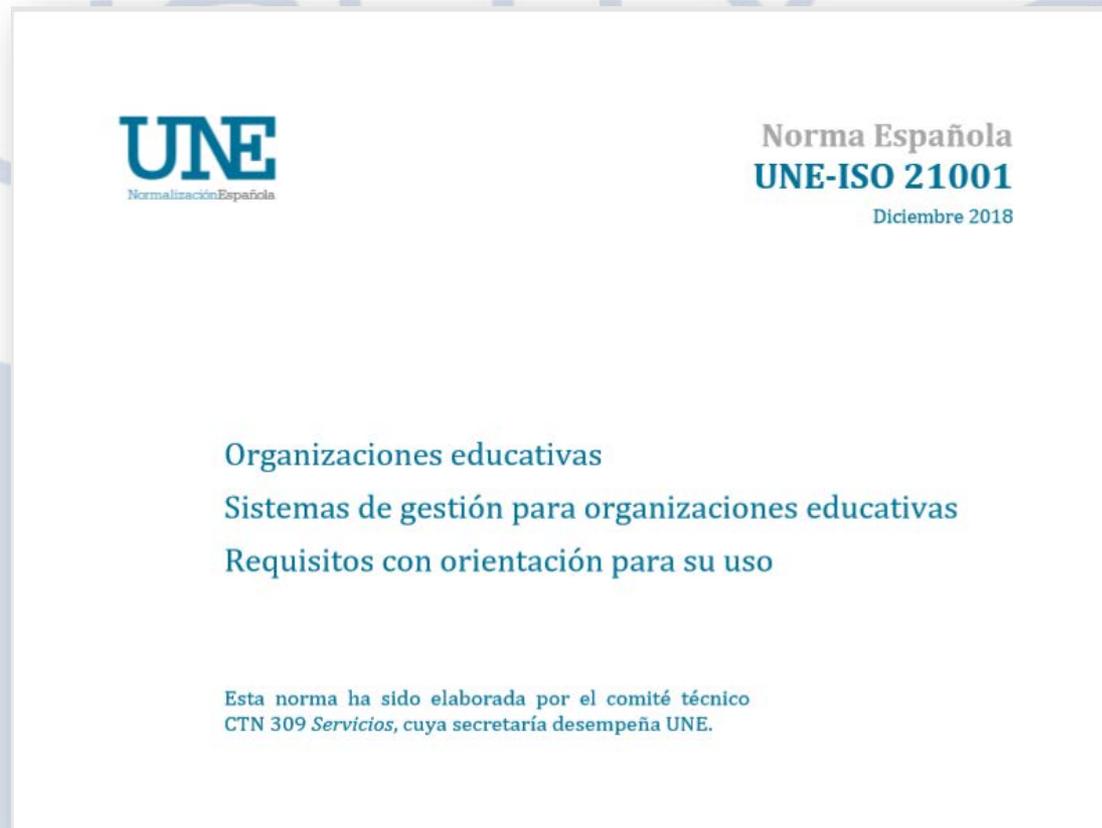
Whereas:

- (1) The Charter of Fundamental Rights of the European Union (1) recognises education and access to vocational and continuing training as a fundamental right, the United Nations' Sustainable Development Goals envisage by 2030 equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, and a substantial increase in the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

- Quality concept
- Undefined (framework)
- + Malleable



1. **EQAVET** has been reviewed in each stage (S1-S7)
2. **UNE-ISO 21001: 2018 Standard** has been considered



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- 3. Different aspects of the Standard have been incorporated in each phase to evaluate >> **Structure of the guide**

ISO 21001:2018 >> Educational Organizations Management Trainings

8.5.1.2 Admisión de estudiantes

8.5.1.2.1 Información de preadmisión

La organización educativa se debe asegurar de que, antes de admitir a los estudiantes, se les proporcione:

- a) información adecuada que tenga en cuenta los requisitos de la organización y requisitos profesionales, así como el compromiso de la organización con la responsabilidad social;

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UNE-ISO 21001:2018 - 44 -

b) información adecuada y clara sobre:

- 1) los resultados de aprendizaje previstos, perspectivas de carrera, enfoque educativo;
- 2) la participación de los estudiantes y otros beneficiarios, según corresponda, en su proceso educativo;
- 3) los criterios de admisión y los costos del producto o servicio educativo.



- S1 Selection and enrolment of the apprentice
- S2 Selection of training partner companies
- S3 Review of the training itinerary to be carried out
- S4 Training in the vocational training schools
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4. The questions were transferred to the questionnaire >> **Base questionnaire**

Questionnaire

Base questionnaire

S1 Selection and enrolment of the apprentice

1. Before admitting students:

1.1. The education system provides adequate and clear information about:

1.1.1. the requirements of dual FP?

1.1.2. the professional requirements?

...

1.1.4. Expected learning outcomes?

...

1.1.8. the admission criteria?

1.1.9. the costs of taking FPDual?

1.1.10. Possible Scholarships and Study Aids?



Before admitting students, the education system provides adequate and clear information about the requirements of dual FP

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**Quality
Criteria**
*Criterios
cualitativos*



**Indicative descriptors at VET-system
level**

*Descriptoros indicativos relativos a
los sistemas de EFP*

**Indicative descriptors at VET-
provider level**

*Descriptoros indicativos relativos a
los proveedores de EFP*

P

Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators (**PLANNING**)

I

Implementation plans are devised in consultation with stakeholders and include explicit principles (**IMPLEMENTATION**)

A

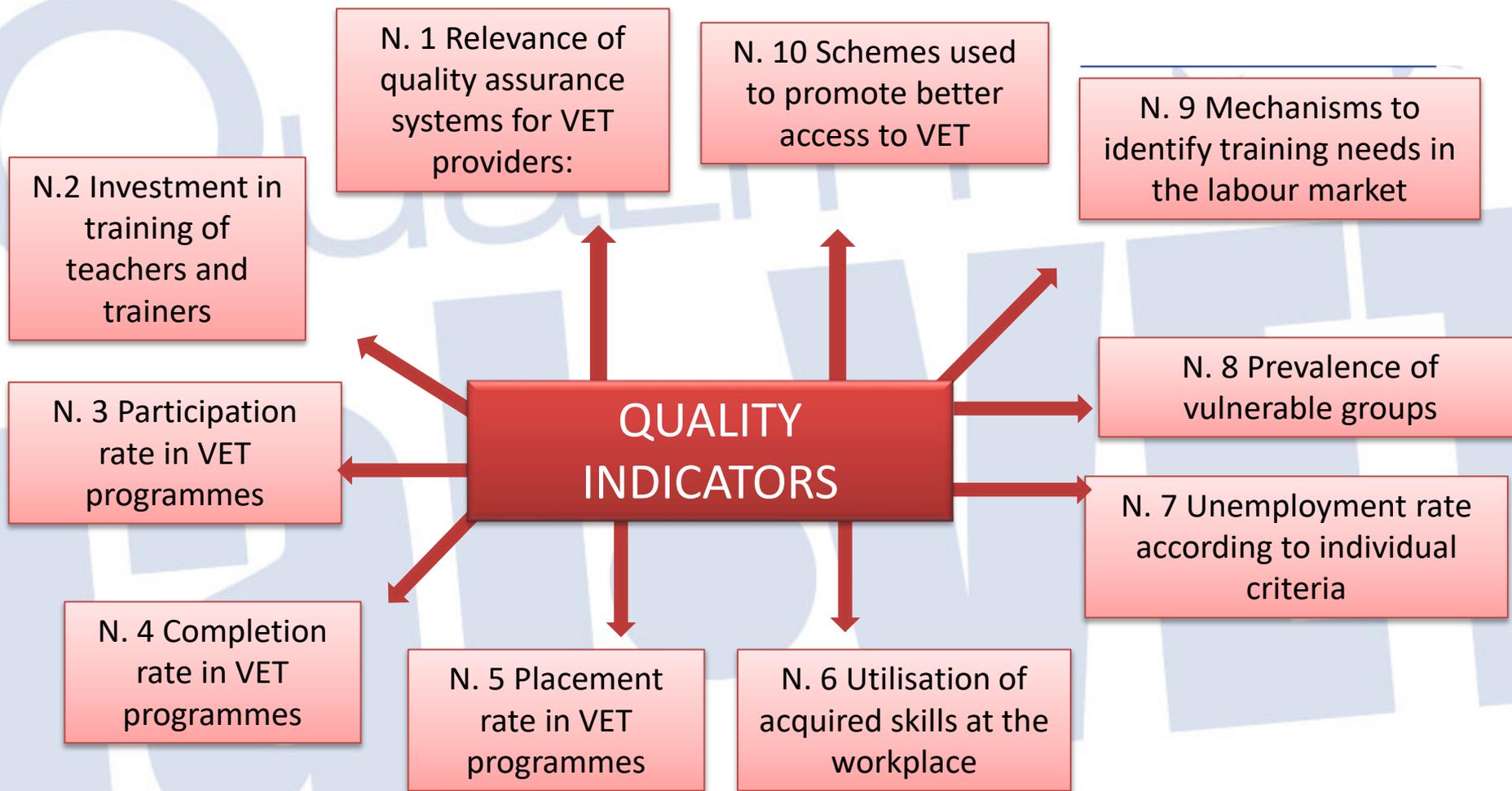
Evaluation of outcomes and processes is regularly carried out and supported by measurement (**ASSESSMENT**)

R

REVIEW

ANNEX II. A REFERENCE SET OF SELECTED QUALITY INDICATORS FOR ASSESSING QUALITY IN VET

ANEXO II. INDICADORES DE CALIDAD DE REFERENCIA SELECCIONADOS PARA LA EVALUACIÓN DE LA CALIDAD DE LA EFP



Indicator	Type of Indicator	Purpose of the Policy
<p>No 4</p> <p>Completion rate in VET programmes:</p> <p>Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>Process/Output/Outcome indicator</p>	<p>Obtain basic information on educational achievements and the quality of training processes</p> <p>Calculate drop-out rates compared to participation rate</p> <p>Support successful completion as one of the main objectives for quality in VET</p> <p>Support adapted training provision, including for disadvantaged groups</p>



		ISO	EQAVET	EQAVET		
		21001	Indicator	Quality Criteria*	Indicative descriptors **	
					System (s)	Provider (p)
1	Selection and enrolment of the apprentice	8.5.1.2 8.5.1.2.1 8.5.1.2.2	8 a), 10			
2	Selection of training partner companies		1,9			A1p
3	Review of the training itinerary to be carried out		7	Review	P2s,R1s,R2s, Es, A1s	Ep, A3p, A4p
4	Training in the vocational training schools		4		P1s,P2s,P4s	
5	Training in the Company			Planning	P1,P2,P4	A2p
6	Educational evaluation of the apprentice		3,4,8 b)		P3s, R3s	
7	Apprentice incorporation into the labor world		5,6,			



QUALITY REFERENCE: EQAVET A1, A4. ISO 21001:2018 – ISO 21001:2018 – Apartado 8.5.2.b)

ITEM 7.1.4 **Educational center**

The educational center guarantees the identification and traceability with respect to the study and employment trajectories of those who complete the Dual Professional Formative programs

European quality assurance systems advise that stakeholder involvement in the assessment process within Dual Professional Formative programs be agreed and clearly described. Likewise, it is necessary to establish the way in which data will be collected, which must be done periodically and systematically, which will make it possible to detect the areas in which improvements must be made in Dual Professional Formative programs. The aim of all this is to obtain basic information on the achievements made, improve the quality of the training processes and increase the degree of transparency. [one. European. See: [EQAVET A1, A4](#)]. International quality assurance systems advise having a system that guarantees the identification and traceability with respect to the study and employment trajectories of students who graduate or complete a Dual Professional Formative programs, when applicable. [two. International. See: [ISO 21001:2018 – Section 8.5.2.b](#)].

ITEM 7.1.4 **Centro educativo**

El centro educativo garantiza la identificación y trazabilidad con respecto a las trayectorias de estudio y empleo de quienes completan el programa de FP Dual

Los sistemas europeos de garantía de la calidad aconsejan que se acuerde y describa con claridad la participación de las partes interesadas en el proceso de evaluación dentro de los programas de FP Dual. Asimismo es necesario establecer el modo en que se va a proceder a la recogida de datos, que debe hacerse de forma periódica y sistemática, lo que permitirá detectar las áreas en las que deben introducirse mejoras en los proyectos de FP Dual. Todo ello tiene como objetivo obtener información básica sobre los logros alcanzados, mejorar la calidad de los procesos de formación y elevar el grado de transparencia. [1. Europeo. Ver: [EQAVET A1, A4](#)]. Los sistemas internacionales de garantía de calidad aconsejan disponer de un sistema que garantice la identificación y la trazabilidad con respecto a las trayectorias de estudio y empleo de los estudiantes que se gradúan o que completan un programa de FP Dual, cuando sea aplicable. [2. Internacional. Ver: [ISO 21001:2018 – Apartado 8.5.2.b](#)].

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6. Items measuring scales were incorporated

ITEM 7.1.4 Educational center

The educational center guarantees the identification and traceability with respect to the study and employment trajectories of those who complete the Dual Professional Formative programs

YES

NO



The items will be valued on a **4-point**:

Completely-Enough-Something-Nothing

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7. The questionnaire were adjusted to the **national and regional VET legal framework** (Andalusia and Campania)

 Real Decreto 1529/2012, de 8 de noviembre, por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual.



- ✓ Orden de 5 de abril de 2019, por la que se convocan proyectos de formación profesional dual para el curso académico 2019/2020
- ✓ Orden de 16 de abril de 2020, por la que se convocan proyectos de Formación Profesional Dual para el curso académico 2020/2021.
- ✓ Orden de 18 de enero de 2021, por la que se convocan proyectos de formación profesional dual para el curso académico **2021/2022**.

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8. **Recommendations** were included and mandatory compliance issues were marked

QUALITY REFERENCE: EQAVET A1, A4. ISO 21001:2018 – ISO 21001:2018 – Apartado 8.5.2.b)



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Recommendations:

European quality assurance systems advise that stakeholder involvement in the assessment process within Dual Professional Formative programs be agreed and clearly described. Likewise, it is necessary to establish the way in which data will be collected, which must be done periodically and systematically, which will make it possible to detect the areas in which improvements must be made in Dual Professional Formative programs. The aim of all this is to obtain basic information on the achievements made, improve the quality of the training processes and increase the degree of transparency. [one. European. See: EQAVET A1, A4]. International quality assurance systems advise having a system that guarantees the identification and traceability with respect to the study and employment trajectories of students who graduate or complete a Dual Professional Formative programs, when applicable. [two. International. See: ISO 21001:2018 – Section 8.5.2.b)].



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Recomendaciones:

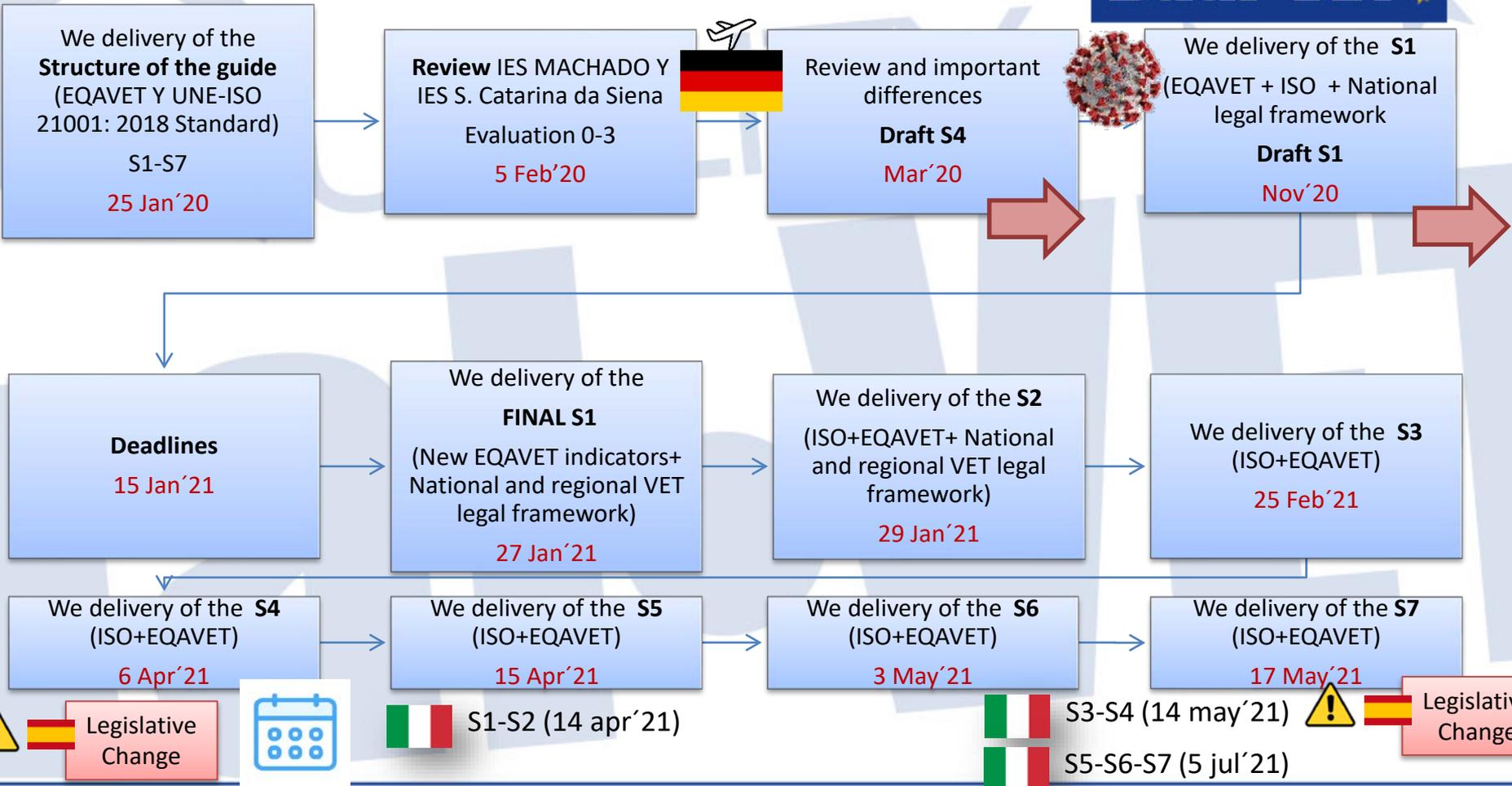
Los sistemas europeos de garantía de la calidad aconsejan que se acuerde y describa con claridad la participación de las partes interesadas en el proceso de evaluación dentro de los programas de FP Dual. Asimismo es necesario establecer el modo en que se va a proceder a la recogida de datos, que debe hacerse de forma periódica y sistemática, lo que permitirá detectar las áreas en las que deben introducirse mejoras en los proyectos de FP Dual. Todo ello tiene como objetivo obtener información básica sobre los logros alcanzados, mejorar la calidad de los procesos de formación y elevar el grado de transparencia. [1. Europeo. Ver: EQAVET A1, A4]. Los sistemas internacionales de garantía de calidad aconsejan disponer de un sistema que garantice la identificación y la trazabilidad con respecto a las trayectorias de estudio y empleo de los estudiantes que se gradúan o que completan un programa de FP Dual, cuando sea aplicable. [2. Internacional. Ver: ISO 21001:2018 – Apartado 8.5.2.b)].



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7. The questionnaire were adjusted to the **national and regional VET legal framework** (Andalusia and Campania)
8. **Recommendations** were included and mandatory compliance issues were marked
9. The final questionnaire will be **validated**



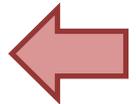
Development of Output_1





Design of the structure of the guide (Mar'20)

- Finally, there will be a **single guide with a level**, which includes items from **ISO, EQAVET and the regulations of each country**, but **only one guide**.
- From this structure the University of Seville will formulate the corresponding questions/recommendations for **Andalusia/Spain** and the UNINA the corresponding questions for **Campagna/Italy**.
- The use of the tool itself will **identify areas for improvement** in order to conform to EQAVET and the ISO 21001 standard.
- **Recommendations** for educational centers and for administration to improve the quality of DUALVET will also be derived from the guide.



Final structure of the guide (Nov'20)

- In the guide, **7 stages** will be identified > **core** of questions > different **items**
- The items will be valued on a 4-point (**Completely-Enough-Something-Nothing**)

Output_1



S1 Selection and enrolment of the apprentice

I > HUMAN (PSYCHOSOCIAL) RESOURCES AND MATERIALS

4 items

S2 Review of the training itinerary to be carried out

II > FORMATION OF TEACHING STAFF AND ACADEMIC COLLABORATIONS

4 items

S4 Training in the vocational training schools

III > SPECIAL NECESSITIES AND DISADVANTAGED GROUPS

4 items

S6 Educational evaluation of the apprentice

IV > MEASURES AGAINST THE ABANDONMENT AND THE ACADEMIC FAILURE

4 items

S7 Apprentice incorporation into the labor world

ITEM 4.4.1 Educational Center

The educational center realizes the formation of the apprentices by controlled conditions (personal, infrastructures, documented information, etc.) as of the periodic mediations of the results and processes

REFERENCIA DE CALIDAD: EQAVET P4, I1, ISO 21001:2018 – Apartado 7.1.2.1

ITEM 4.4.2 Educational Center

The educational center has established the expected results, has designed the processes of tutorial to facilitate its achievement and counts with the necessary administrative support to continue the evolution of the tutorial

REFERENCIA DE CALIDAD: EQAVET I1, ISO 21001:2018 – Apartado 7.1.3

ITEM 4.4.3 Educational Center

The educational center correctly manages the cases of the apprentices that do not exceed the formation

REFERENCIA DE CALIDAD: EQAVET I1 ISO 21001:2018 – Apartado 7.1.4

ITEM 4.4.4 Educational Center

The educational center conserves documented information of the evaluation of the apprentices and who evaluate them, especially in the case of the negative evaluation of the apprentices

REFERENCIA DE CALIDAD: EQAVET_14,I5, ISO 21001:2018 – Apartado 7.1.6.2

Recommendations:



Recommendations:



Recommendations:



Recommendations:



Output_1



Output_2



Consideration with the delivery of phase 6 “Educational evaluation of the apprentice”

- The organization (vocational training schools and/or companies) carrying out the assessment is indicated in the “detailed” evaluation guide
- In S6, the evaluation must be carried out by the **vocational training schools and companies**
- Be careful with the digital tool

ITEM 6.3.2 Educational center and Company

The educational center and the company guarantee the traceability of the grades (what, when and by whom) so that an objective connection can be identified between the student's work presented and the assigned grade

Completely / Enough / Something / Nothing

Consideration with the delivery of phase 7 “Apprentice incorporation into the labor world”

- Items for the “vocational training schools” OR “vocational training schools and companies” are included



Output_2

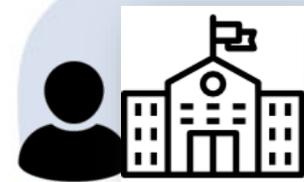


ITEM 4.1.2 Educational Center

In the educational center exist appropriate installations for learning

Completely / Enough / Something / Nothing

Recommendations:



Output_2

1

Explanation

2

Data collection

3

Questionnaire

4

Results

Questionnaire: Instructions

To take the questionnaire, follow the steps

Select your language

Select your language

English

1. Select a country

Select a country

Select your country

Italia

2. Select a profile

Select a profile

For greater precision, we will ask you questions based on your profile

Educational center

3. Answer the questions

Company

In order to obtain the results, it is necessary that you answer all the questions

CANCEL OK

4. See your results!

At the end of this questionnaire you will be able to download your results



Output_2



1
Explanation

2
Data collection

3
Questionnaire

4
Results

Select areas

Phase 1 - Selection and enrollment of the apprentice

Category 1.1. (English) | Labor and economic information on training



Category 1.2. (English) | Basic information for students



Category 1.3. (English) | Selection and access process



Phase 2 - Selection of collaborating training companies

Category 2.1. (English) | Guarantee the process of selection



Category 2.2. (English) | Quality assurance and improve coordination



Output_2



Progress bar showing four stages: 1. Explanation, 2. Data collection, 3. Questionnaire (highlighted with a red box), and 4. Results. A progress indicator shows 0% completion.

Questionnaire

- > Category 1.1. (English) | Labor and economic information on training 
- > Category 1.2. (English) | Basic information for students
- > Category 2.1. (English) | Guarantee the process of selection



Output_2



1
Explanation

2
Data collection

3
Questionnaire

4
Results

0%

Questionnaire

Category 1.1. (English) | Labor and economic information on training

The educational center provides information and guidance on the conditions of the Dual FP project and of the participating company, including the established calendar, day and timetable, as well as on the measures planned to pass the modules.

Nothing

Something

Enough

Completely

The educational center offers students information on education costs such as tuition, complementary activities, exam fees, issuance of documents or certificates, as well as those related to textbooks and school materials.

Nothing

Something

Enough

Completely



Output_2



1

Explanation

2

Data collection

3

Questionnaire

4

Results

Category 1.2. (English) | Basic information for students

Question: The educational center offers information to the people that are interested about the objectives, teaching system, teaching team and content of the programs and training actions and evaluation systems.

Your answer: Something

RECOMMENDATIONS:

1.2.1. The educational center offers information to the persons who are interested in this information about the objectives, teaching system, teaching team and content of the programs and training actions and evaluation systems.

The Educational Center, and where appropriate the Company interested in attracting apprentices in training, are advised to inform the interested persons of the purposes, purposes, characteristics, conditions, teaching system and content of the programs and training actions offered. It is advisable to detail the models, means or instruments that will be used for the evaluation.

Normative reference: [See ISO 21001 8.2.2.a / ISO 8.2.2.e]. Normative reference [See EQAVET P2, 7, 8. 11]

Question: The educational center informs about the access and admission requirements as well as their changes and also about their commitments, responsibilities and expectations with the students.

Your answer: Nothing

RECOMMENDATIONS:

1.2.2. The educational center informs about the access and admission requirements as well as their changes and also about their commitments, responsibilities and expectations with the students.

It is opportune to inform of any necessary prerequisite or whose importance is relevant, such as ICT skills or of another type, as well as the average grade, or professional experience required. Also on the possible supports for learning and evaluation. Along with them must be included the commitments, responsibilities and expectations placed on students and others who may benefit.

Normative reference: [See ISO 21001 8.2.2. b) c) d) / 8.2.3. / 8.5.1.2.1.a]. [See EQAVET P2, 7, 8. A1]

DESCARGAR RESULTADOS



Output_2

RESULTS:



Your evaluation:

Recommendations for you:

Cuestionario

Área 1 - Selección y matriculación del aprendiz

• Categoría 1.1. (Español)

El centro educativo facilita información y orientación sobre las condiciones del proyecto de FP Dual y de la empresa participante, incluido el calendario, la jornada y el horario establecidos así como sobre las medidas previstas para superar los módulos.

Tu respuesta: Algo

El centro educativo ofrece a los estudiantes información sobre costes de la enseñanza tales como matrícula, actividades complementarias, tarifas de exámenes, expedición de documentos o certificados así como los relacionados con libros de texto y materiales de escolares.

Tu respuesta: Nada

El centro educativo se asegura de que se celebre un acuerdo por escrito que defina los derechos y obligaciones del aprendiz, el empleador y cuando proceda de la institución educativa.

Tu respuesta: Algo

El centro educativo ofrece a los estudiantes información sobre posibilidades de becas, medidas de protección social y seguros necesarios para la formación.

Tu respuesta: Algo

• Categoría 1.2. (Español)

El centro educativo y la empresa informan al aprendiz de las obligaciones que debe cumplir durante su periodo de formación en la empresa.

Tu respuesta: Bastante

El centro educativo informa a los estudiantes sobre los resultados de aprendizaje previstos, las salidas profesionales, la participación en el proceso educativo proporcionada por el centro y la empresa y el desarrollo profesional.

Tu respuesta: Bastante

El centro educativo ofrece información a las personas interesadas sobre los objetivos, sistema de enseñanza, equipo docente y contenido de los programas y de las acciones formativas y sistemas de evaluación.

Resultado del cuestionario

Área 1 - Selección y matriculación del aprendiz

• Categoría 1.1. (Español)

RECOMENDACIONES:

Es necesario facilitar información relacionada con las condiciones del proyecto y de la empresa participante, calendario, jornada y horario establecidos así como las posibles medidas necesarias previstas para facilitar la obtención del título en el caso de no superar alguno de los módulos profesionales. [EQAVET](#) P10

RECOMENDACIONES:

Es oportuno facilitar la información y asegurarse de comprobar que es sencilla su comprensión y que no hay dudas sobre cualquiera de los costos involucrados en la formación. Estos incluyen: matrícula, tarifas de exámenes, expedición de documentos o certificados así como los relacionados con libros de texto y materiales de escolares.

Referencia normativa: [Ver ISO 21001 > 8.2.2 f y 8.5.1.2.1.b.3] [EQAVET](#) P2, 7, 8. A1

RECOMENDACIONES:

EQAVET establece que los Estados miembros deben garantizar que la información se difunda de manera eficaz a los interesados. La información y orientación a empresas y personas trabajadoras, relativa a los contratos para la formación y el aprendizaje, debe ser prestada por los Servicios Públicos de Empleo en colaboración con las Administraciones educativas. [EQAVET](#), Recomendación a los Estados miembros (4)

RECOMENDACIONES:

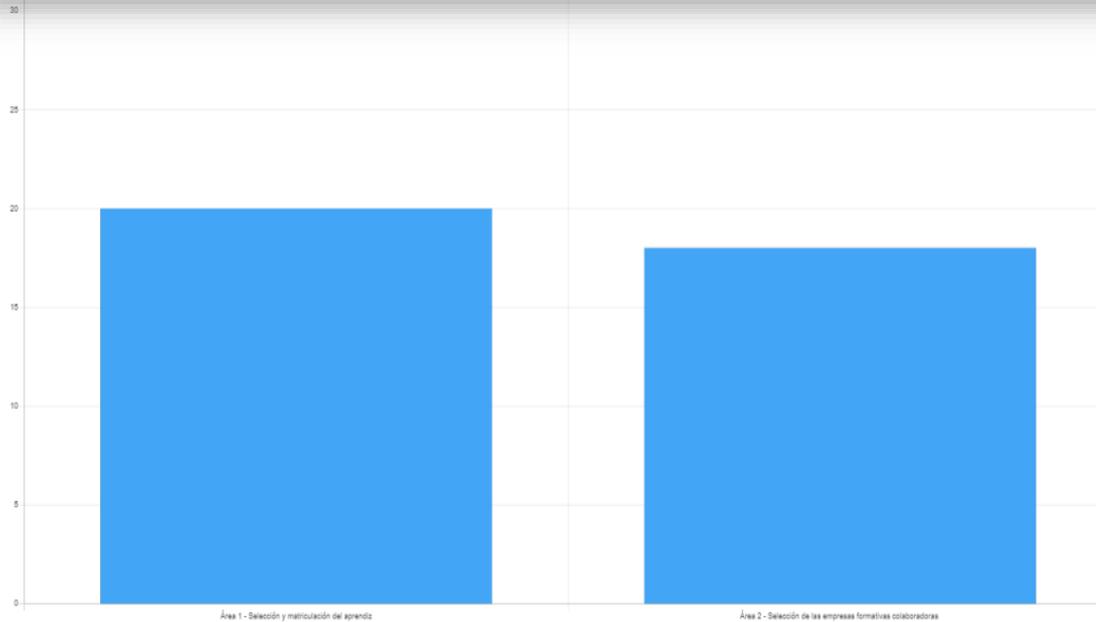
EQAVET establece que los Estados miembros deben garantizar que la información se difunda de manera eficaz a los interesados. Es preciso que en los convenios con las empresas se contemple tanto el régimen de becas como los seguros precisos para garantizar la formación. Es importante considerar que cuando no medie el contrato de formación y aprendizaje, el alumnado seleccionado para desarrollar los proyectos de formación profesional dual, podrá ser compensado por parte de las empresas participantes en el proyecto mediante becas que se otorgarán según las condiciones establecidas en cada convenio, o por parte de la Administración educativa mediante la convocatoria de ayuda establecidas. [EQAVET](#), recomendación a los Estados miembros (4)

Output_2



Chart

Graphic representation of the score obtained in the selected areas. A higher score means a more positive evaluation.





Legislative Change (2021)

- ✓ How does this legislative change in Spain affect the project?
- ✓ Where is the law?
- ✓ How is the new law incorporated into Output 1 and Output 2?

National VET legal framework



RD 1529/2012, 8 de noviembre por el que se desarrolla el contrato para la formación y el aprendizaje y se establecen las bases de la formación profesional dual



Legislative Change

7 de septiembre de 2021 >>>> **Proyecto de Ley Orgánica de Ordenación e Integración de la Formación Profesional** is approved

Regional VET legal framework

- Orden de 18 de enero de 2021, por la que se convocan proyectos de formación profesional dual para el curso académico **2021/2022**.
- Orden de 21 de diciembre de 2021, por la que se convocan proyectos de formación profesional dual para el curso académico **2022/2023**.





CONGRESO DE LOS DIPUTADOS	
	<ul style="list-style-type: none"> >> Iniciativa (BOCG)
<p>COMISIÓN</p>	<ul style="list-style-type: none"> >> Enmiendas e índice de enmiendas al articulado (BOCG) >> Sesión de Comisión - Ratificación de la Ponencia. Dictamen (DS) >> Informe de la Ponencia (BOCG) >> Dictamen de la Comisión y escritos de mantenimiento de enmiendas para su defensa ante el Pleno (BOCG)
<p>PLENO</p>	<ul style="list-style-type: none"> >> Sesión de Pleno - Aprobación. Votación de conjunto (DS) >> Aprobación por el Pleno (BOCG)

[Link](#)



SENADO	
	<ul style="list-style-type: none"> >> Texto remitido por el Congreso de los Diputados (BOCG) >> 08-feb-2022. Plazo de enmiendas y propuestas de veto >> 14-feb-2022. Ampliación del plazo de enmiendas y propuestas de veto
	<ul style="list-style-type: none"> >> Enmiendas (328) >> Votos particulares (11) >> Enmiendas (BOCG) >> Enmiendas retiradas (BOCG) >> Enmiendas retiradas (Continuación) (BOCG) >> Enmiendas retiradas (Continuación) (BOCG) >> Índice de enmiendas (BOCG) >> Sesión de Ponencia para Informar >> Sesión de Comisión. Ratificación de la Ponencia. Dictamen >> Informe de la Ponencia (BOCG) >> Dictamen de la Comisión (BOCG) >> Votos particulares (BOCG)
	<ul style="list-style-type: none"> >> Sesión de Pleno. Aprobación del Dictamen de la Comisión >> Texto aprobado por el Senado (BOCG)
	<ul style="list-style-type: none"> >> 28-mar-2022. Fecha límite de tramitación en el Senado

[Link](#)



	Congreso 		Senado 		BOE
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Proyecto de Ley Orgánica de ordenación e integración de la Formación Profesional. XIV Legislatura

[Datos abiertos](#)

Proyecto de Ley. **Autor: GOBIERNO.**

Situación:	Aprobado sin modificaciones en el Senado	N.º de expediente:	621/000043
Fecha de presentación:	28/12/21	Expedientes relacionados:	No hay
Procedimiento:	Ordinario	Acceso a documentos	
Órgano competente:	Comisión de Educación y Formación Profesional	Áreas temáticas:	Educación Trabajo

[Link](#)



BOE

>> [Ley Orgánica 3/2022, de 31 de marzo, de ordenación e integración de la Formación Profesional.](#)
 B.O.E. nº 78, de 1 de Abril de 2022



CORRESPONSABILIDAD CENTROS / EMPRESA:

CO-RESPONSIBILITY CENTERS / COMPANY:

TODA LA FORMACIÓN PROFESIONAL CON CARÁCTER DUAL

ALL VOCATIONAL TRAINING WITH DUAL CHARACTER

- Cada estudiante contará con un PLAN DE FORMACIÓN que detallará los resultados de aprendizaje en el centro y en la empresa.
- Se regula la figura de tutor dual del centro
- Se regula la figura de tutor dual de empresa
- Contempla el agrupamiento de PYMES y el tutor de empresa compartido
- Se crean figuras que colaboren y faciliten la colaboración centro-empresa:
 - Figura del prospector de empresas
 - Figura de experto senior de empresa en el centro



- Each student will be provided with a TRAINING PLAN which will detail the learning results in the center and in the company.
- The figure of the dual tutor of the center is regulated.
- The figure of a dual company tutor is regulated.
- It contemplates the grouping of SMEs and the shared company tutor.
- Figures are created to collaborate and facilitate center-company collaboration:
 - The figure of the company prospector
 - The figure of the senior company expert in the center

[Reference](#)



GOBIERNO
DE ESPAÑA



AGENDA
2030

INTERNACIONALIZACIÓN

PROMOTION OF INTERNATIONALIZATION



Bilingual academic offer

Participation in
international projects

Double degrees with
second countries

Stays in companies and
centers in second countries

Reference

TÍTULO X

Evaluación y calidad del sistema de formación profesional

Artículo 110. *Criterios y responsabilidad de la evaluación.*

1. La evaluación de la calidad del sistema de formación profesional se realizará con arreglo a los indicadores establecidos en el Marco Europeo de Garantía de la Calidad de la Formación Profesional (EQAVET).
2. Todas las Administraciones públicas con competencia en la materia deberán velarán por la calidad de todas las acciones y los servicios del sistema de formación profesional, en especial la orientación profesional, la formación impartida en los dos regímenes, en todos sus entornos de aprendizaje y en todas sus modalidades, y la acreditación de competencias profesionales.
3. La Administración General del Estado establecerá y coordinará un sistema de evaluación del sistema de formación profesional para asegurar su mejora e innovación continuas, en colaboración con las Administraciones con competencias en la materia, y las organizaciones empresariales y sindicales más representativas.
4. Se establecerá reglamentariamente los instrumentos de verificación de la calidad, y los sistemas de certificación de centros de formación profesional y de empresas u organismos equiparados.



EQAVET is referenced in the Vocational Training Law.

The law indicates the need to use quality verification instruments.





LEY ORGÁNICA DE ORDENACIÓN E INTEGRACIÓN DE LA FORMACIÓN PROFESIONAL



S1 Selection and enrolment of the apprentice

S2 Selection of training partner companies

S3 Review of the training itinerary to be carried out

S4 Training in the vocational training schools

S5 Training in the Company

S6 Educational evaluation of the apprentice

S7 Apprentice incorporation into the labor world

ITEM 4.4.1 Educational Center

The educational center realizes the formation of the apprentices by controlled conditions (personal, infrastructures, documented information, etc.) as of the periodic mediations of the results and processes

REFERENCIA DE CALIDAD: EQAVET P4, I1, ISO 21001:2018 – Apartado 7.1.2.1

ITEM 4.4.2 Educational Center

The educational center has established the expected results, has designed the processes of tutorial to facilitate its achievement and counts with the necessary administrative support to continue the evolution of the tutorial

REFERENCIA DE CALIDAD:EQAVET I1, ISO 21001:2018 – Apartado 7.1.3

ITEM 4.4.3 Educational Center

The educational center correctly manages the cases of the apprentices that do not exceed the formation

REFERENCIA DE CALIDAD: EQAVET I1 ISO 21001:2018 – Apartado 7.1.4

ITEM 4.4.4 Educational Center

The educational center conserves documented information of the evaluation of the apprentices and who evaluate them, especially in the case of the negative evaluation of the apprentices

REFERENCIA DE CALIDAD: EQAVET, I4, I5, ISO 21001:2018 – Apartado 7.1.6.2



- ✓ Structure and items are maintained
- ✓ Recommendations have been completed according to the new law





01

EVALUATION AND QUALITY CONTROL GUIDE ON DUAL
VOCATIONAL EDUCATION AND TRAINING



02

DIGITAL TOOL FOR EVALUATION AND QUALITY CONTROL OF
DUALVET

ERASMUS + KA2

“THE QUALITY DUAL VET”
(2019-1-ES01-KA202-064339)



<http://qualitydualvet.eu/>



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Thank you for your attention

