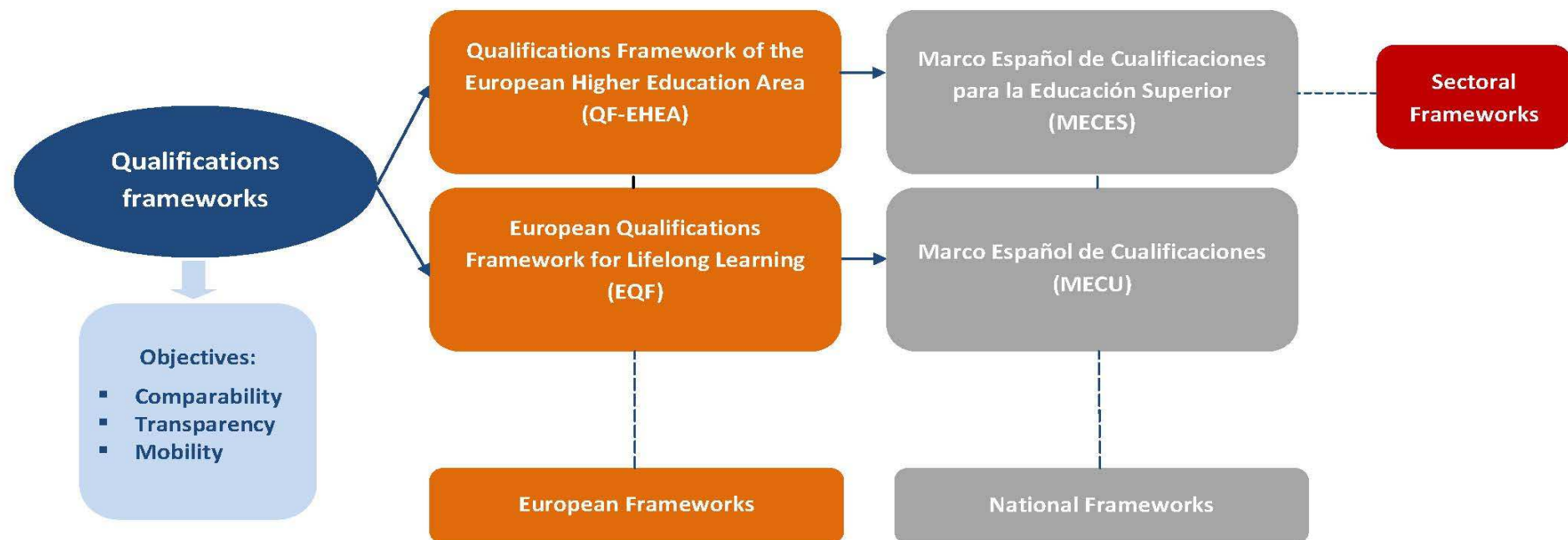




# General Qualifications Framework in Spain (MECES)

# General Qualifications Framework in Spain (MECES and MECU)



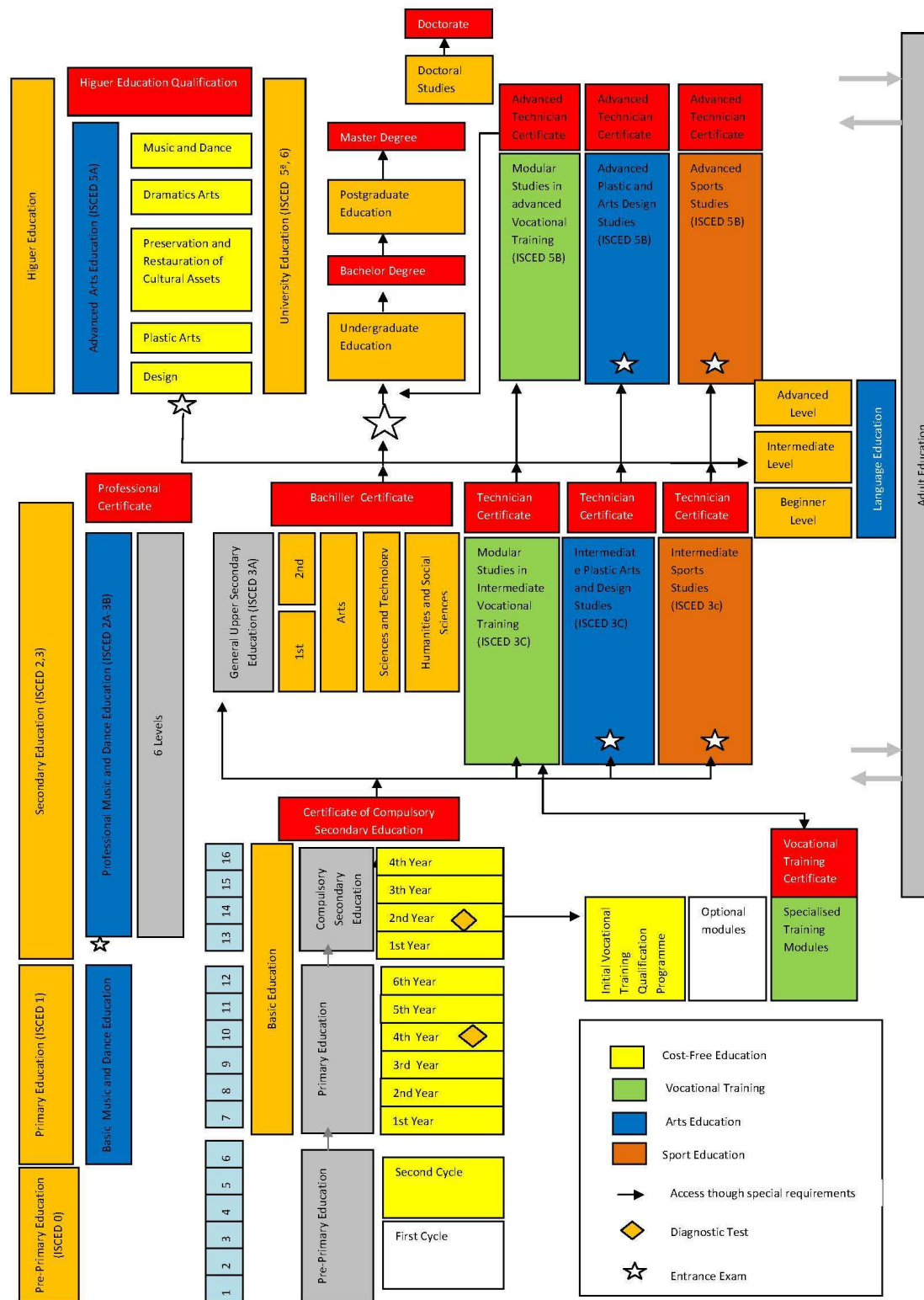


## General Qualifications Framework in Spain (MECES)

### Structure of the Spanish Education System (according to the 2006 Act on Education)

- - The Education System offers the following studies:
    - (1-12 years old) Pre-Primary Education, Primary Education,
    - (13-16 years old) Lower Compulsory Secondary Education (ESO),
    - (17-18 years old) Bachillerato / Vocational Training (FP),
    - Adult Education and University Education.
    - Also Language, Artistic and Sports Education are provided, which are considered Specialised Education.
- Primary Education and ESO make up Basic and Compulsory Education.
- Secondary Education includes ESO and Post-Compulsory Secondary Education, being the last one constituted by Bachillerato, Intermediate Vocational Training, Intermediate Plastic Arts and Design Education and Intermediate Sports Education.
- Higher Education is constituted by University Education, Advanced Arts Education, Advanced Vocational Training, Advanced Plastic Arts and Design Education and Advanced Sports Education.

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# General Qualifications Framework in Spain (MECES)

## Higher Education

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- 1. **Level 1: Advanced Technician** for Advanced Arts Education, Advanced Vocational Training, Advanced Plastic Arts and Design Education and Advanced Sports Education.
- 2. **Level 2: Bachelor**, whose aim is to provide the students with a general training, in one or several disciplines, directed to prepare them for carrying out professional activities. They lead to the obtaining of the Bachelor certificate and they consist of **240 ECTS at least (4 YEARS)**.
- 3. **Level 3: Master**, aiming to the acquisition of an advanced training, guided to academic or professional specialisation, or to the introduction in tasks related to research. They lead to the obtaining of University Master and they have **between 60 and 120 credits (1-2 YEARS)**.
- 4. **Level 4: Doctorate**, aiming at advanced training in research techniques. For obtaining the Doctor certificate it is necessary to have passed a training period and a research period, named Doctorate Programme. This programme includes the preparation and presentation of the Doctoral Thesis, an original research work.

The official certificates of **Bachelor and University Master** are accompanied by the **Diploma Supplement**, according to the provisions in the EHEA.



## General Qualifications Framework in Spain (MECES)

**Equivalent levels between European Qualifications Framework (EU) and MECES (Spain)**

<b>EQF Level</b>	<b>EQF - EHEA</b>	<b>MECES (Spain)</b>
<b>LEVEL 5</b>	<b>SHORT cycle</b> (within or linked to the first cycle)	Level 1: ADVANCED TECHNICIAN
<b>LEVEL 6</b>	<b>FIRST cycle</b>	Level 2: BACHELOR
<b>LEVEL 7</b>	<b>SECOND cycle</b>	Level 3: MASTER
<b>LEVEL 8</b>	<b>THIRD cycle</b>	Level 4: DOCTORATE



## Learning outcomes (equivalence between EQF-EHEA and MECES)

EQF - EHEA	MECES (Spain)
<b>FIRST cycle</b> <ul style="list-style-type: none"><li>• have demonstrated <u>knowledge and understanding</u> in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge <b>of the forefront of their field of study</b>;</li><li>• can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and <u>solving problems within their field of study</u>;</li><li>• have the ability to <u>gather and interpret relevant data</u> (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;</li><li>• can <u>communicate</u> information, ideas, problems and solutions to both specialist and non-specialist audiences;</li><li>• have developed those <u>learning skills</u> that are necessary for them to continue to undertake further study with a high degree of autonomy.</li></ul>	<b>Level 2: BACHELOR</b> <ul style="list-style-type: none"><li>• have demonstrated <u>knowledge and understanding</u> (<b>theoretical, practical and methodological</b>) in a field of study that will be informed by knowledge <b>of the forefront of their field of study</b>;</li><li>• can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and <u>solving problems (with creativity and innovation) within their field of study</u>;</li><li>• have the ability to <u>gather and interpret relevant data</u> (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;</li><li>• can <u>communicate</u> information, ideas, problems and solutions to both specialist and non-specialist audiences;</li><li>• have developed those <u>learning skills</u> that are necessary for them to continue to undertake further study with a high degree of autonomy.</li><li>• <b>have the ability to manage complicated situations or cope with situations that need new solutions (academic or professional).</b></li></ul>

# Learning outcomes (equivalence between EQF-EHEA and MECES)

## EQF - EHEA

### SECOND cycle

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in within broader (or multidisciplinary, new or unfamiliar environments) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowlege and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

## MECES (Spain)

### Level 3: MASTER

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- can apply their knowledge and understanding, and problem solving abilities in within broader (or multidisciplinary, new or unfamiliar environments) contexts related to their field of study;
- have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- can communicate their conclusions, and the knowlege and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
- **have the ability to predict and control the evolution of complex situations by developing new and innovative working;**
- **have the ability to be autonomous to participate in research projects and scientific and technological collaborations in interdisciplinary contexts, with a high component of knowledge transfer;**



## Learning outcomes (equivalence between EQF-EHEA and MECES)

### EQF - EHEA

#### THIRD cycle

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in knowledge based society.

### MECES (Spain)

#### Level 4: DOCTORATE

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in knowledge based society.
- **have developed enough autonomy to start, manage and lead teams and innovative research projects and scientific, national or international collaborations, with a high component of knowledge transfer;**
- **have demonstrated they are able to develop their research with scientific integrity and social responsibility.**



## Diploma Supplement

A document describing the knowledge and skills acquired by holders of higher education degrees.

It provides additional information to that included in the official degrees / diplomas and transcript, making it more easily understood, especially by employers or institutions outside the issuing country.

<https://europass.cedefop.europa.eu/en/documents/european-skills-passport/diploma-supplement>



## Diploma Supplement

Example 1 (SPAIN)


Example 2 (University of Lleida)



# Qualifications Framework for Life Long Learning

<http://www.mecd.gob.es/mecu/en/>

<http://www.mecd.gob.es/meces> (not available now)



Time for questions



Universitat  
de Lleida

