



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Spain

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Spain

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• Government representatives "Luis Delgado, Ana Capilla, Gloria Molero"

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) ""

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

The projections calculate the number of universities per million of inhabitants and per million of the population aged 18 - 24 years old. These data are used by the regional governments and HEI to plan the offer.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Non university higher education consists of Higher Vocational Education and Training and Specialized Education: Higher Level Arts, Plastic Arts, Design, Sport and Military HE.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
Church (private), On-line,
- None of the above

I.3.1. What is the number of institutions in the categories identified?

50 Public universities
32 Private universities
2139 Higher VET of which 1581 are public

I.4. Comments

In Spain there is not clear distinction between general and technical universities. In fact many general universities are now offering Engineering degrees.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "100"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "100"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)
Universities (General and Technical) follow the Bologna 3 cycles.
Higher VET and Specialised Education institutions are professionally oriented.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I.9.1. In which study fields do these study programmes exist?

Health Sciences and Architecture

I.9.2. What is the typical duration of these degree programmes outside the Bologna model?

We do not consider these degrees outside of the Bologna model. They are controlled by European Directive:

Medicine: 360 ECTS

Pharmacy, Veterinary, Odontology: 300 ECTS

Architecture: 300 ECTS

I.9.3. What percentage of first cycle students is enrolled in these programmes?

Architecture: 4.2%

Health Sciences: 11%

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "78"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "13"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "9"

I.10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I.10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "79"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "11"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "10"

I.11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I.11.1. Please specify

I.12. Do integrated/long programmes leading to a second cycle degree exist?

No

I.12.1. Is the duration of the above programmes calculated in...

Please choose

I.12.2. What is the typical duration of these degree programmes?

I.12.3. In which study fields do these study programmes exist?

I.12.4. What percentage of first cycle students is enrolled in these programmes?

I.13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

I.13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

There are different durations. They are titles offered by universities as "own degrees" recognized by the market but not "official degrees"

I.13.2. What percentage of second cycle students is enrolled in these programmes?

No data available

I.13.3. In which study fields do these study programmes exist?

mainly in Health Sciences but there are others

I.14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I.14.1. What is the minimum duration of the Bachelor & Master together?

300 ECTS

I.15. Comments

This duration guarantees access to doctoral studies provided that at least 60 ECTS have been followed in the 2nd cycle.

I.16. What percentage of first cycle programmes give access to at least one second cycle study programme?

76-99%

L16.1. Please provide a source for this information.

Universities and Quality Agencies.
National Register of Universities, Titles and Centers.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

L17.1. Please provide a source for this information.

Basic data of the Spanish University System. Ministry of Education, Culture and Sport using data provided by universities to the Integrated University Information System (SIU)

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**L18.1. All students...**

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Some Masters have their own requirements
Some Masters mainly on Engineering ask for additional courses or require previous work experience

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Some Masters have their own requirements
Some Masters mainly on Engineering ask for additional courses or require previous work experience

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Some Masters have their own requirements
Some Masters mainly on Engineering ask for additional courses or require previous work experience

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Some Masters have their own requirements
Some Masters mainly on Engineering ask for additional courses or require previous work experience

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

L19.1. Please provide a source for this information.

Universities and Quality Agencies.
National Register of Universities, Titles and Centers.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

30.0000000000

L20.1. Please provide a source for this information.

The Integrated University Information System SIU using primary data provided by universities

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

Graduates with at least 300 ECTS, 60 of them being recognized at Master level.

L21.2. What percentage of third cycle students enter without a second cycle qualification?

1-5%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Royal Decree 99/2011 of January 28 regulating the third cycle

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

The Doctoral Schools have an Academic Board supervising several Doctoral programmes.
There are 29 Doctoral Schools

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3 + 1"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4 or more years"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments

ECTS are no used to measure doctoral programmes though they are not forbidden

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Higher VET are considered to enrol in a first cycle "Grado" degree.

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

Higher VET, Higher Arts Education, Plastic Arts, Design and Sport.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

The Bologna concept of student centred learning is used.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Documents of the Ministry of Education, Quality Agency, Conference of Rectors, etc., on the structure of Higher Education according with the Bologna Process

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

No

L41.1. What is the number of hours per credit?

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L43.1. Does your country take specific support measures on the national level?

Verification and Accreditation of programmes

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

No data available

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Accreditation and Verification of programmes by the Quality Agency consider learning outcomes

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

...automatically to all students:by 26-50% of HEIs

...automatically to all students:by 1-25% of HEIs

...automatically to all students:by 0% of HEIs

...automatically to some students:by 100% of HEIs

...automatically to some students:by 76-99% of HEIs

...automatically to some students:by 51-75% of HEIs

...automatically to some students:by 26-50% of HEIs

...automatically to some students:by 1-25% of HEIs

...automatically to some students:by 0% of HEIs

...upon request:by 100% of HEIs

...upon request:by 76-99% of HEIs

...upon request:by 51-75% of HEIs

- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Spanish, English and other languages (optional)

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Royal Decree 1393/2007
 Royal Decree 99/2011
 Ministerial Order ECD/760/2013 Of 26 April, establishing the requisites of expedition of Erasmus Mundus diplomas

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer
- Participate in joint programmes 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer
- ...from a joint programme >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "98"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "2"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Integrated System of University Information (SIU).

Social sciences and Law: 58.6%

Engineering and Architecture: 21.4%

Arts and Humanities: 8.3%

Health Sciences: 6.3%

Sciences: 5.4%

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

NQF adopted in legislation. Not yet self-certified

L62.1. Please provide the date when the step was completed.

07-15-2011

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

<https://www.mecd.gob.es/mecu/que-es/marcos-cualificaciones.html>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 5 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

The correspondence has been proposed but not yet officially adopted

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

The correspondence has been proposed but not yet officially adopted

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice

Degree recognition is made by the Ministry.

Credit recognition is made at university level.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made without ENIC/NARIC centre advice

Degree recognition is made by the Ministry.

Credit recognition is made at university level.

L68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification Royal Decree 285/2004

Recognition of qualification provided that no substantive differences can be proven Royal Decree 285/2004

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority Royal Decree 285/2004

Where recognition is not granted or is granted only partly, the applicant has the right to appeal Royal Decree 285/2004

None of the above

L68.1. Please provide a reference to the relevant legislation

Royal Decree 285/2004

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

It is in law, so applicants can appeal to administrative authorities and to the court

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L69.1. Please specify

EU member States qualifications are automatically recognized.
Other countries have to follow the recognition procedure

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L70.1. Please specify

Universities can consider previous studies for academic purposes

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

Qualifications from some countries are considered in the same way as the qualification in the national context

L71.1. Please specify

Universities can consider previous studies for academic purposes

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Academic Committees within each institution decide on recognition of for study and training periods abroad

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Several full-fledged independent agencies operate legitimately

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

All higher education institutions

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All positive reports are publically available but not all negative reports

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Reference documents with details on the actual criteria:

- Ex-ante programmes' evaluation:

- Bachelor and Master: <http://www.aneca.es/eng/Programmes/VERIFICA/Assessment-Template-for-the-accreditation-ex-ante-of-official-degrees-bachelor-master>
- Doctoral studies:

<http://www.aneca.es/cng/Programmes/VERIFICA/Assessment-Template-for-the-accreditation-ex-ante-of-official-degrees>

- Follow-up of programmes:
« Support Guide 2013 » (page 35): <http://www.aneca.es/cng/Programmes/MONITOR>

- Ex-post programmes' evaluation:

"Self-assessment guide of ACREDITA Programme. Evaluation for the accreditation of official titles of Bachelor, Master and Doctorate Programme":
<http://www.aneca.es/cng/Programmes/ACREDITA/Programme-documents>

- International Quality Labels:
• EUR-ACE: <http://www.aneca.es/cng/Programmes/ACREDITA-PLUS/The-Engineering-to-obtain-EUR-ACE-R-accreditation-seal/Programme-documents>
• EURO-INF: <http://www.aneca.es/cng/Programmes/ACREDITA-PLUS/The-informatics-to-achieve-EURO-INF-accreditation-seal/EURO-INF-Programme-documents>

- Institutional level approach:
• Internal Quality Assurance Systems: <http://www.aneca.es/cng/Programmes/AUDIT/Programme-documents-Design>
<http://www.aneca.es/cng/Programmes/AUDIT/Programme-documents-Assessment>

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

Erasmus Mundus

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
 Member of ENQA
 There is no specification within the current legislation or steering documents
 Yes, for an application to EQAR
 Yes, for the purpose of ENQA membership
 Yes, for other purposes
 An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 No

II.15. Is there a formal requirement that students are involved

- | | | | | | |
|---|---|--|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the preparation of self evaluation reports | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- | | | | | | |
|---|--|--|-------------------------------------|-------------------------------------|---------------------------------|
| In governance structures of national QA agencies? | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As full members in external review teams | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| As observers in external review teams | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In the decision making process for external reviews | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| In follow-up procedures | <input checked="" type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

Legal requirements: HEIs must have an internal quality assurance system by Law
 The Agency's procedures also have formal requirements at this respect through its evaluation of internal quality assurance systems of HEIs (<http://www.ancca.es/eng/Programmes/AUDIT/Programme-documents-Design>
<http://www.aneca.es/eng/Programmes/AUDIT/Programme-documents-Assessment>)

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

Internal Quality Assurance procedures

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%
 No official data are available

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes
 If you wish, please comment on how Internal Quality Assurance processes monitor recognition of qualifications

It is included in the "Spanish Royal Decree 861/2010 of 2nd July, which modifies the Royal Decree 1393/2007, of 29th October, which establishes the regulation of the university programmes leading to an official degree", particularly in the "ANNEX I. Proposal for the ex ante accreditation of a programme leading to an official degree". The criterion number 9. "Quality assurance system" item c) states: "Procedures to assure the quality of the internships and mobility programmes.", which deals with recognition of short period of studies and also with recognition of qualifications.

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

In 2010 an Action Plan for the Development of the Roma Population was approved. The Plan included a goal to enable Roma population to access and continue tertiary education. The Council of Ministers approved a document on The Social Dimension of Higher Education with patterns and recommendations to improve equity in higher education.

III.1.1. Please indicate these measures in the form of bullet points:

- Specific funding lines within the Programme International Campus of Excellence on:
 1. Universal accessibility and inclusion
 - Rehabilitation of the university environment to improve access and inclusion
 - Use of new technological resources for inclusion, fostering the use of ICT for inclusion of disabled people
 - Employability and entrepreneurship for disabled people
 2. "Summer Inclusive Campuses. Campuses without limits" targeted towards disabled secondary school students

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Percentage of young (30 – 34 years old) population completing tertiary education: 44% in 2020.

<http://www.minhap.gob.es/Documentacion/Publico/GabineteMinistro/Varios/Programa%20Nacional%20de%20Reformas%202011%20de%20Espa%20na.pdf>

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

Students with lower socioeconomic background have access to general and specific grants covering tuition fees and other study-related costs such as residence, books, materials, transportation, living costs, etc. During the course 2012-13 a percentage of 41.4% of new incoming students got a general grant covering at least tuition fees.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

The Ministry of Education operates the Integrated University Information System (SIU) in cooperation with all the Spanish University and the Autonomous Communities, providing annual information reports (Facts and Figures) on the characteristics and composition of the student body.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	0 ▼
Disability:During HE studies	0 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	1 ▼
Socio-economic background:At entry to HE	1 ▼
Socio-economic background:During HE studies	1 ▼
Socio-economic background:At graduation	1 ▼
Socio-economic background:After graduation	1 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼

- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

The Higher Education Institutions collect the primary data and the Ministry of Education aggregates and process the data to provide analytical reports.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

The Law on Protection of Personal Data establishes some restrictions to publish individual data without permission of the individuals

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated
Information is aggregated at State and regional level. Some information (distribution by gender and age level) is shown for each individual university

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

<http://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/estadisticas-informes/estadisticas/alumado/2012-2013.html>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

- Continuity in the gender composition (54,3% female)
- Increase of the student aged over thirty years old.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

During the academic course 2013-14 a percentage of 72.6% of students were accepted in the institution and programme of their first option. Since for each study programme and institution there is a minimum score in the results of the national University Access Exam, students tend to accommodate their choices to their scores.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Higher Secondary School + University Access Exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Higher Vocational Education and Training"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Older than 25 and 45 years with adapted entry exam"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Accreditation of professional experience"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "Foreigners"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Access to concrete study programmes related to the accredited professional experience.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

- {III_11_SQ001}:% of students entering HE through this access route 73.2 %
- {III_11_SQ001}:Official data based on central level monitoring, including surveys X
- {III_11_SQ001}:Estimates
- {III_11_SQ001}:Impossible to say (no official data and impossible to estimate)
- {III_11_SQ002}:% of students entering HE through this access route 11.6 %
- {III_11_SQ002}:Official data based on central level monitoring, including surveys X

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

Basic Data of the Spanish University System

http://www.mecd.gob.es/dms/mecd/educacion-mecd/arcas-educacion/universidades/cs estadisticas-informes/datos-cifras/DATOS_CIFRAS_13_14.pdf

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▾

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

Universities have to publish every year a call for adult people older than 25 and 45 years old, offering places in all their study programmes

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Adult people older than 25 or 45 years old only need to pass the adapted entry exam. Programmes to prepare the adapted exam are offered within Life Long Learning Programmes for Adult population. Specific pathways for those who have completed lower and medium cycles of VET without direct access to HE exist.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

The 2007 Organic Law modifying the 2001 Organic Law on Universities (LOMLOU) establishes that the government will regulate the conditions for validation with academic effects the professional experience and in the case of VET the validation of non formal and informal learning.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Organic Law 4/2007, of April 12, modifying the Organic Law 6/2001, of December 2, on Universities.

<http://www.boe.es/boe/dias/2007/04/13/pdfs/A16241-16260.pdf>

III.19. Please choose the statement that best applies to your country-specific situation:

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.
As mentioned about aged population over 25 and 45 years old and accreditation of professional experience are access routes to higher education

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

- As indicated above people older than 25 and 45 years only needs to pass an adapted entry exam
- There are procedures to accredit prior professional experience to entry into Higher VET

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

http://www.educacion.gob.es/educa/incual/ice_recAcr.html

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

6-10%

III.21.1. Please indicate the source of this information

Estimates

III.21.2. Please specify:

III.22. Comments

No official data

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▼

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▼

III.24.1. Please describe the targets:

Drop-out rates at "Grado" level are collected within the SIU. The drop-out rate during the first year during the course 2009-10 was 19.0%.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Basic Data of the Spanish University System

http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/DATOS_CIFRAS_13_14.pdf

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▼

III.26.1. Please describe the measures:

Mentoring and guidance. "Course Zero Programmes"

III.26.2. Please also provide the full reference(s) to all relevant document(s):

"Course Zero" are announced at institutional level by each university

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

- Tuition fees increase for the 2nd, 3rd and 4th registration in the same discipline
- General grants are linked to academic performance

III.27.2. Please also provide the full reference(s) to all relevant document(s):

<http://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/estadisticas-informes/estadisticas/precios-publicos.html>

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

HEIs' funding is competence of the regions (Autonomous Communities) and vary from one region to another.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Official Journals of the Autonomous Communities

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

National ranking of universities normally use this parameter to rank universities

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Yes

III.32.1. Please specify for which underrepresented groups data is calculated:

Gender
Adult

III.32.2. Please also provide the full reference(s) to relevant document(s):

http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/DATOS_CIFRAS_13_14.pdf

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Data are in the reference provided
Completion rate of 1st cycle programmes, most recent available year:Year	
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	X
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	Data are in the reference provided
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	X
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles, most recent available year:Year	
Completion rate of programmes not divided into two cycles, most recent available year:not available	X
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Completion rate of programmes not divided into two cycles 5 years earlier :Year	
Completion rate of programmes not divided into two cycles 5 years earlier :not available	X

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year

III.35.1. Please also provide the full reference(s) to relevant document(s):

http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/DATOS_CIFRAS_13_14.pdf

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

Other

III.37.1. Please specify

Three drop-outs rates are considered: 1) Drop-out rate of the study programme (including drop-out rate of the university system, change of study programme and studying abroad), 2) Drop-out rate of change of study programme, 3) Drop-out rate of the university systems.
During the course 2009-2010 the drop-out rate of the study programme is 19.0% and the drop-out rate of change is 7.1%.

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

Ministry of Education, Culture and Sport

annually

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

http://www.mecd.gob.es/dms/mecd/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras/DATOS_CIFRAS_13_14.pdf

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	Data are in the reference provided
Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	X
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	X
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	X
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	Data are in the reference provided
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	X
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	X
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	X

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Logistic, cultural and accommodation services

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge	1 ▼
by upper secondary schools:for a fee	0 ▼
by higher education institutions:free of charge	1 ▼
by higher education institutions:for a fee	0 ▼
by external services:free of charge	0 ▼
by external services:for a fee	0 ▼
by other service providers:free of charge	0 ▼

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "Zero Courses"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "Guidance and Mentoring programmes"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

These courses are offered at institutional level by each university

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

Public core funding is a competence of the Autonomous Communities and may vary among them but in most of them career guiding services are included in the programme-contract between the Autonomous Community and the university.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Programme Contracts among universities and Autonomous Communities

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

Inclusive services for disabled people

III.48.2. Please also provide the full reference(s) to relevant document(s):

Provided at institutional level and within the programme International campus of Excellence

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount 18.24 € / credit
1st cycle:Minimum amount 11.89 € / credit
1st cycle:Maximum amount 33.52 € / credit
2nd cycle:Most common amount 33,5 € / credit
2nd cycle:Minimum amount 30,3 € / credit
2nd cycle:Maximum amount 36.2 € / credit

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount Up to 100% total cost
1st cycle international students:Minimum amount Up to 100% total cost
1st cycle international students:Maximum amount Up to 100% total cost
2nd cycle international students:Most common amount Up to 100% total cost
2nd cycle international students:Minimum amount Up to 100% total cost
2nd cycle international students:Maximum amount Up to 100% total cost

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

1. It is estimated that home students pay 20% of the total cost.
2. The current normative allows for regional governments to charge higher fees to international students but not all of them are using this possibility.
3. The Central Government establishes a set of fees that can be increased or decreased by the regional governments to a 3%.
4. In addition, some regional governments allow HEIs to set the fees within the limits they define applying the national law.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

General grants for students with family income below the established threshold covering tuition fees.
Specific grants covering costs of living, material, transport, etc.
Mobility grants
Regional grants
University grants

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

ARGO and FARO grants for students and graduates going for a traineeship in firms in a foreign country
Students going abroad with Erasmus grants can receive General grants

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 22.3%

% of students receiving grants:Second cycle 17.0%

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

There were public loans mainly for the second cycle until the academic year 2011 - 2012. No further calls for public loans have been released since then.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

No ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle credit mobility:Travel costs 0 ▼
- 1st cycle credit mobility:Living cost difference 0 ▼
- 1st cycle credit mobility:Language courses 0 ▼
- 1st cycle credit mobility:Other 0 ▼
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle credit mobility:Travel costs 0 ▼
- 2nd cycle credit mobility:Living cost difference 0 ▼
- 2nd cycle credit mobility:Language courses 0 ▼
- 2nd cycle credit mobility:Other 0 ▼
- 1st cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 1st cycle degree mobility:Travel costs 0 ▼
- 1st cycle degree mobility:Living cost difference 0 ▼
- 1st cycle degree mobility:Language courses 0 ▼
- 1st cycle degree mobility:Other 0 ▼
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution) 0 ▼
- 2nd cycle degree mobility:Travel costs 0 ▼
- 2nd cycle degree mobility:Living cost difference 0 ▼
- 2nd cycle degree mobility:Language courses 0 ▼
- 2nd cycle degree mobility:Other 0 ▼

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Please choose.. ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1 0 ▼

Need-based criteria:Grant/loan 2 0 ▼

Need-based criteria:Grant/loan 3 0 ▼

Need-based criteria:Grant/loan 4 0 ▼

Merit-based criteria:Grant/loan 1 0 ▼

Merit-based criteria:Grant/loan 2 0 ▼

Merit-based criteria:Grant/loan 3 0 ▼

Merit-based criteria:Grant/loan 4 0 ▼

Course load (e.g. full time):Grant/loan 1 0 ▼

Course load (e.g. full time):Grant/loan 2 0 ▼

Course load (e.g. full time):Grant/loan 3 0 ▼

Course load (e.g. full time):Grant/loan 4 0 ▼

Criteria based on field of studies:Grant/loan 1 0 ▼

Criteria based on field of studies:Grant/loan 2 0 ▼

Criteria based on field of studies:Grant/loan 3 0 ▼

Criteria based on field of studies:Grant/loan 4 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4 0 ▼

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<http://www.mecd.gob.es/servicios-al-ciudadano-mecd/catalogo-servicios/becas-ayudas-subvenciones/para-estudiar/universidad.html>

IV.31. Additional comments

Though general grants are not for outbound mobility there is credit portability through additional Erasmus grants from the government to Erasmus students that can keep the general grant and receive additional money for living abroad.

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Employee with an employment contract with a HEI

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Ministry of Economy and Competitiveness finances pre-doctoral contracts for researchers in research centres (79 M€ in 2013).

The Ministry of Education, Culture and Sport finances pre-doctoral contracts for university researchers (66 M€ in 2013).

Private funds from Corporations (Banks,Phone companies, etc.)

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

The third cycle is not measured in credits. There are fees to cover the presentation of the thesis.

The average PhD fee is 259.61 €. The pre-doctoral contract covers the fee and short-term visits and placements for research purposes.

Doctoral candidates are employees working on a contractual basis not students

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Estrategia 2015

<https://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras.html>

Datos y Cifras del Sistema Universitario Español: 2010-11; 2011-12; 2012-13; 2013-14., Spanish Ministry of Education, Culture and Sports publication.

Observatorio de Empleabilidad: <http://www.catedraunesco.es/13-noticias/actualidad/170-observatorio.html>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

National and Regional institutions for employment and for statistics do regular forecasting. For national forecasts:

<http://www.scpe.es/contenido/estadisticas/>

http://www.ine.es/prensa/epa_prensa.htm

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Spanish Ministry of Education is performing together with National employment and statistics services, an employment study of all the titles offered by Spanish HEIs so as to publish it for the students and institutions to plan their titles.

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--|--|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Curriculum development in HE: all the new titles have the contribution of employers

Teaching: associated professors are people working outside academia that contributes to the training of students. Spanish Ministries of education and Industry have promoted entrepreneurship courses for Master and doctoral students.

Participation in governing bodies of HEIs: Universities have a Consultant Council in which employers are present.

LEY ORGÁNICA 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21

de diciembre, de Universidades. <http://www.boe.es/boe/dias/2007/04/13/pdfs/A16241-16260.pdf>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

There are many initiatives with mixed funding in research projects. Law 14/2012, Ley de la Ciencia allows it the collaboration between industries and public institutions in research.
For instance:
<http://www.idi.mineco.gob.es/portal/site/MICINN/menutitem.edc7f2029a2be27d7010721001432ea0/?vgnnextid=b01c3361b9a03410VgnVCM1000001d04140aRCRD>

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

There are dual bachelor degrees, where the practical part is important. For instance:
<http://www.inh.es/es/alumnos/ingenieria-dual>
<http://www.educacioprimaria.udl.cat/es>

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

Royal Decree 285/2004 for homologation procedures for these regulated professions.
In progress another Royal Decree regulating external practices along the bachelor studies.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input checked="" type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input checked="" type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Universities.

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

Yes, in all higher education institutions/programmes

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

Collaboration fellowships for last course of Bachelor's studies or Master studies to enroll in a research group.
<https://sdc.educacion.gob.es/catalogo-tramites/bccas-ayudas-subsuenciones/para-estudiar/grado/beca-colaboracion.html>
ARGO and FARO fellowships for students and recent graduates to have practical stays in industries.
<http://www.mecd.gob.es/servicios-al-ciudadano-mecd/catalogo-servicios/becas-ayudas-subsuenciones/precticas-empresas-organismos/becas-argo-global.html>
<http://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/convocatorias/estudiantes/subsuenciones-faro-global.html>

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

A wide study is in progress.
For preliminary results see:
<https://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras.html>

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

National level:

National Institute for Employment INEM. National Statistics Institute. INE

National Institute of Social Security. INSS

Yearly and monthly

<https://www.mecd.gob.es/educacion-mecd/areas-educacion/universidades/estadisticas-informes/datos-cifras.html>

A wider one in progress

National and Regional institutions for employment and for statistics do regular forecasting. For national forecasts:

<http://www.sepe.es/contenido/estadisticas/>

http://www.ine.es/prensa/epa_prensa.htm

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Employability will be a very important issue on the programmes evaluation by the Quality Agencies. But it is not systematically taken into account for planning.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

Any learning activity undertaken at any moment in one's life, with the goal of improving one's knowledge, abilities, or competencies from a civic, social or economic perspective.
Estrategia Universidad 2015 - <http://www.mecd.gob.es/dctm/cu2015/2011-estrategia-2015-ingles.pdf?documentId=0901c72b8091009a>
RD 1791/2010, 30 december, Estatuto del Estudiante Universitario. <http://www.boe.es/boe/dias/2010/12/31/pdfs/BOE-A-2010-20147.pdf>

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

The universities have three missions: teaching, research and knowledge transfer. The Universities Act 2007 (LOMLOU) states in its preamble that contemporary society requires lifelong learning of its citizens, but this concept is not developed by the regulatory framework.
LA FORMACIÓN PERMANENTE Y LAS UNIVERSIDADES ESPAÑOLAS <http://www.mecd.gob.es/dctm/eu2015/2010-formacion-permanente-universidades-espanolas-060710.pdf?documentId=0901c72b802bcfbf>

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

Impossible to calculate. HEIs provide courses, official and non-official, almost funded by the governments in the case of public HEIs and official courses or titles, and partially co-funded by the students in the case of non-official courses and private HEIs.

VI.5.2. If you have any further comments regarding this section, please provide them here:

The questions are oversimplified and so that impossible to reply in a quantitative manner.
The mandatory questions on forms of funding is no sense

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

Yes, all higher education titles have the possibility to be adapted for part time students. (RD1393/2007; RD99/2011)

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

Full-time and part-time students.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VI.7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

VI.7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Some private HEIs design programs in weekends or in after-work time schedules. The fees are set by the HEIs. Some of them provide fellowships for the students.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

All higher education institutions are required to offer part-time studies or other alternative forms of study
RD 1393/2007; RD 1791/2010, RD99/2011.

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
The prior non-formal learning and professional experience related to the higher education study programme

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures
Royal Decree 1791/2010, and others.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
The number of ECTS recognised by the professional experience cannot exceed the 15% of the total number of credits of the study programme.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

RD 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales - http://noticias.juridicas.com/base_datos/Admin/rd1393-2007.html#cpa14
RD 1791/2010, de 30 de diciembre, por el que se aprueba el Estatuto del Estudiante Universitario.
<http://www.boe.es/boe/dias/2010/12/31/pdfs/BOE-A-2010-20147.pdf>

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify) For some programs, the candidates must be 40 years old or older.

Requirements related to the duration of prior professional experience (please specify) For some health specialities, prior professional experience must have a minimum length

Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

: A set of 26 Operative Objectives including: Revision of the Legal Framework, Institutional Strategies, Internationalization of curricula, Measure of Mobility, Mobility targets, Mobility windows, Recognition, Quality Assurance, English and Foreign languages, Student support services, Entrance requisites for third country students and professors, international networks, Promotion of Spanish Universities, International competitiveness of the environment, Cooperation with other regions of the world, etc,

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

General Secretariat of Universities. Ministry of Education, Culture and Sport.
Other Ministries: Foreign Affairs, Employment, Industry, Economy and Competitiveness
- Agency for the internationalisation of higher education.
Foundation Universidad.es.
Autonomous Body of European Educative Programmes (OAPEE).
Stakeholder organisations Commission on Internationalization of the Spanish Conference of University Rectors

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

Not yet available. It will be available in June 2014

7.3.2. Has the impact of the strategy been assessed?

No

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

Own estimation based on information from universities.
Within the International campus of Excellence programme universities had to develop internationalization strategies

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

7.3.4.1. Please provide a source for this information:

Own estimation based on information from universities.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility To be fixed

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility To be fixed

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

More than thirty operative objectives

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Core funding of universities is a competence of the regions (Autonomous Communities) and may vary from one to other but most if not all of them consider internationalization within the core annual funding. At State level there are Mobility Grants: ARGO GLOBAL Grants for international mobility of graduates and FARO Global Grants for international mobility of students

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Internationalization lines of the International Campus of Excellence Programme on: i) Development of Trans-border Campuses, ii) Setting up of International bridges, iii) Establishment of world-class centres abroad, iv) Organization of top international events in selected priority areas; v) Participation in international projects, associations and networks on education, research and innovation; vi) institutional strategies and programmes of learning and knowledge related mobility.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

Yes

7.7.1. Please explain this funding, and how it is allocated:

Grants to develop joint tri-continental masters on a competitive basis are foreseen

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

12.0000000000

7.9.2. In which countries do they have these campuses?

USA, Panamá, Morocco, Latin America

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "30"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "80"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Internationalization and Mobility Strategy of the Spanish Universities

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

A new strategy has just been dopted.
Data are available for some mobility indicators at Basic data of the Spanish Unievrity System

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

<http://www.universidad.es/>
<http://www.empleo.gob.es/movilidadinternacional/>
<http://www.studyinspain.info/>

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

New Internationalization Strategy

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

New Internationalization Strategy

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

Considered in the new strategy

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

Considered in the new strategy

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Ministry of Education, Culture and Sport
Basic data of the Spanish university System

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development** Yes No No answer

advantages

- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

Quite general question, the situation is specific for each university.
It is considered within the new strategy

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "6"

7.31.1.1. Additional comments:

Questions are rather general.
The situation is country specific

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "8"

7.31.2.1. Additional comments:

Questions are rather general.
The situation is country specific

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Considered in teh new startegy

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:

A monitoring system is foreseen coordinated by the Ministry of Education within the Integrated Information System on Universities