

SPAIN

National Action Plan 2024-2027

Please identify here for your country the current situation and challenges (if relevant) in the respective key commitments. In addition, you may list other commitments of the Tirana or previous communiqués and your priorities in their implementation.

	Current situation	Key challenges
ECTS and Qualifications Frameworks	<p>In Spain, The Spanish Qualifications Framework for Lifelong Learning, Royal Decree 272/2022 also known as MECU cover the official qualifications and certifications of the whole Spanish education and training system. This framework, integrated in 2022 the Spanish Framework for Higher Education Qualifications, Royal Decree 1027/2011, also known as MECES. The Spanish Qualifications Framework for Lifelong Learning or MECU, identifies and classifies qualifications according to learning outcomes and the labour market; and all qualifications included in these frameworks are based on the principles of the European Qualifications Framework for Lifelong Learning. The first baseline report for the kingdom of Spain, Report on the Referencing of the National Qualifications Framework for Lifelong Learning (MECU) to the European Qualifications Framework (EQF), has been approved with a full development of our NQF, the MECU, on the 12/11/2024. This National Framework is based on the Bologna Process structure in three cycles: Bachelor's Degrees are made up of 240 ECTS credits, except for those subject to specific legislation or European Union Law regulations, which must have 300 or 360 ECTS credits. Their structure is 60 credits per year. The bachelor's degree has a level 2 in the Spanish Qualifications Framework for Higher Education and a level 6 in the European Qualifications Framework.</p> <p>Master's degrees, these courses lead to the award of University Master's degrees and have 60, 90 or 120 credits. The Master's degree has a level 3 in the Spanish Qualifications Framework for Higher Education and a level 7 in the European Qualifications Framework.</p>	

	<p>Doctoral studies are organised through programmes and end with the preparation and defense of a doctoral thesis. The maximum duration is three years for full-time students and five years for part-time students. In any case, an extension of one year is allowed, extendable for another year for full-time students, and two years, extendable for another year for part-time students. The PhD degree has a level 4 in the Spanish Qualifications Framework for Higher Education and a level 8 in the European Qualifications Framework.</p> <ul style="list-style-type: none"> -Self-certification of MECES levels -Diploma supplement for degree and master in ECTS. -The guidelines to elaborate the Diploma. Supplement for third cycle studies are about to be presented. 	
Recognition	<p>Ministerial order of 24 of October to speed up recognition of third country nationals settled in Spain. As well as AR for UE qualifications holders Spain has recently joined the EQPR initiative There are Ministerial Orders for recognition of refugees from Afghanistan and Ukraine to facilitate their processes of recognition. We are currently exploring entering in the GLOBAL RECOGNITION CONVENTION Spain has signed agreements with France, Italy, Germany, China, Chile, Colombia and Argentina. Some of these agreements are being revisited and updated to improve their implementation. We are working on the elaboration of other agreements:</p> <ul style="list-style-type: none"> - Automatic academic recognition agreement with Andorra and Portugal - Participation in the Baltic-Benelux agreement for automatic recognition - To advance in the development and recognition of a Vocational Training European Diploma/degree (TBC) - Spain participates in the OOTS project. 	<ul style="list-style-type: none"> - To mitigate the delay in the recognition processes - To elaborate a common action protocol in collaboration with universities through the CRUE
Quality Assurance	<p>ANECA is currently working on the creation of general measures to facilitate the recognition process of third country nationals, particularly in the field of STEMS</p>	

Social Dimension of HE	As previously mentioned, Spain joined the EQPR initiative in January 2025. There are Ministerial Orders for recognition of refugees from Afghanistan and Ukraine to facilitate their processes of recognition	A key challenge regarding the social dimension of HE is represented by the current housing situation, where rising prices in practically all the cities that host university students make it difficult for students to find adequate accommodation, thus limiting equitable access to university programmes and the overall mobility of students.
Other Bologna Process Commitments: microcredentials	Creation of Microcredentials database. Creation of a forum for the exchange of information among micro-credential stakeholders.	

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

- To present the Spanish NQF baseline report
- To present the guidelines for the elaboration of the Diploma Supplement for third cycle studies used by Spanish HEIS
- To advance in the development and recognition of a Vocational Training European Diploma/Degree (TBC)
- To create the State Registry of VET (TBC)
- To sign an automatic academic recognition agreement with Andorra and Portugal
- To participate in the Baltic-Benelux agreement for automatic recognition and to have some progress with another agreement within the MAREN region.
- To explore the possibilities of entering the Global Recognition Convention.
- To activate and modify already existing agreements with Latin-American Countries for recognition purposes.
- To seek full implementation of the EQPR and get universities involved in this initiative with the possible elaboration of a common protocol for refugees.
- To create a national repository where micro-credentials offered by universities are registered.
- To create a collaborative community for the exchange of information among stakeholders of micro-credentials.
- To issue new general measures for qualifications in the fields of STEMS by the “CATHYDE” in collaboration with ANECA

- To improve housing conditions for university students (TBC)
- To implement the SDG and OOTS into the processes of recognition to speed them up and avoid unnecessary administrative burden for the applicants through digital means.

1) ECTS and Qualifications frameworks

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Presentation of MECU/MECES	Establishment of the NQF for Spanish qualifications	Improve understanding of Spanish Education System by all stakeholders	November 2024		
Elaboration of guidelines for 3 rd cycle studies SET	The Diploma Supplement provides essential information about the level of the qualification, the outcomes and the access requirements for this cycle of studies	Improve understanding of this type of degrees with the description of the learning outcomes	2nd -3rd Q 2025		
State Registry of Vocational Training (TBC)	Citizens will have the right to request and obtain from the State Registry of Vocational Training a Vocational-Training Report, which includes his or her itinerary and vocational training situation, duly accredited and updated to the date of the download of the report.		2025-2027		

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No / Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Signing an automatic academic recognition agreement with Andorra and Portugal	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	4 Q of 2025		
Participation in the Baltic-Benelux agreement for automatic recognition and to have some progress with other agreements with the MAREN region countries.	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	2025-2027		
Activation and modification of already existing agreements with Latin-American Countries	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	2025-2027		
Possibility of entering/ratifying the Global Recognition Convention	Strengthening international cooperation in higher education	Improve international cooperation for the recognition of qualifications	2026-2027		
Implementation of the EQPR and get universities involved in this initiative with the possible elaboration of a common protocol for refugees	Facilitate the access both to further education and the labour market for holders of this document	Improve the understanding of the qualifications of these citizens that will allow them better opportunities to pursue further education and integrate in the labour market	2026		
Implementation in the OOTS in the application for the recognition process.	This action will provide a digital solution to Portability of credentials eliminating administrative burden for the applicants	Speed up processes Avoid fraud	2026-2027		

3) Quality assurance

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Creation of new general measure for qualifications related to the STEMS field.	Favour automatic recognition	Speed up processes of recognition related to these highly demanded professions	2024-2027		

4) Social dimension

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)[to be filled in 2027]	Provide short explanation [to be filled in 2027]
Reform of the Royal Decree 905/2025 expanding monitoring and data collection in higher education (https://www.boe.es/eli/es/rd/2025/10/07/905)	The collection of data will be expanded beyond gender and age after a comprehensive reform: new Royal Decree 905/2025 (approved in October 2025)	Following the entry into force of Royal Decree 905/2025, the Integrated University Information System (SIIU) will include detailed information on students enrolled and graduated in/from official degree programmes and lifelong learning programmes, including variables such as sex, age, nationality, habitual residence and residence during the period of study, as well as the route of access and admission to university. In addition, it will record academic results, tuition fees, scholarships and grants from both public administrations and universities, research and knowledge transfer activities, data on university staff (workforce size, professional characteristics, accreditations and teaching workload), facilities and equipment, academic programmes offered and available places, annual accounts and funding sources, national and international mobility, doctoral theses defended, admission processes and entrance exams, as well as information on foreign institutions operating in Spain. All of this will be collected and compiled with the necessary level of disaggregation to enable longitudinal analyses and ensure the monitoring of quality indicators within the Spanish university system.	2025-2027		

<p>Reform of the Royal Decree 640/2021 for the creation and recognition of universities in the Spanish University System (https://www.boe.es/eli/es/rd/2025/10/07/905)</p>	<p>This legal reform was approved in October 2025. The new Royal Decree 905/2025 of creation, recognition and authorisation of universities strengthens the social mission of Spain's university system by ensuring that new universities (and new degrees) are created only when they genuinely respond to public needs and contribute to equal opportunities, employability and social and territorial interests. It also mandates that new universities must provide accommodation for at least 10% of the students that they are expected to enrol. Taken together, these measures reinforce the idea of universities as a public good: institutions that should guarantee quality, equity and meaningful contributions to society.</p>	<p>This measure aims at ensuring that the current housing problems of Spanish students ameliorate. One of its most important measures is the new student-housing requirement: every newly created university must provide residential places for at least 10% of its expected student body by its third year of activity. The aim is to make it easier for students to move between regions and to reduce the housing-related inequalities that often limit access to higher education. The decree also introduces a stronger link between higher education planning and social needs. Any new university or degree programme must demonstrate its relevance in terms of public demand, employability, territorial development and social interest. In other words, the higher education offer must not only be academically valid but also socially useful and aligned with real societal challenges.</p>	<p>2025-2027</p>		
<p>Increase and improvement of the scheme for public scholarship for higher education</p>	<p>Every year, a Royal Decree signed in conjunction by the Ministry of Science, Innovation, and Universities and the Ministry of Education establishes the income thresholds of scholarship recipients, the amounts of these scholarships, and the deadline for application. These three aspects of the scholarship system have been improved since 2024. The future Royal Decrees establishing the</p>	<p>It is expected that these measures contribute to improving the equity in access to higher education. As for the draft Royal Decree establishing the income and family wealth thresholds and the amounts of scholarships and study grants for 2026-2027: - Among the most relevant measures is the extension of access to income-related and residence-related grants for students from universities and higher arts institutions enrolled part-time with between 48 and 59 credits. The</p>	<p>2024-2027</p>		

	<p>parameters for scholarships, currently under discussion, will introduce significant improvements aimed at strengthening equity and adapting the system to the real needs of students. It will expand access to income and residence grants for part-time students, updating family wealth thresholds, making requirements for students with disabilities more flexible, and modifying the overall scholarship framework to make it more flexible, coherent, inclusive and student-centred.</p>	<p>decree also updates family asset/wealth thresholds, in line with recent reforms to income thresholds, and provides greater flexibility in course-load requirements for students with disabilities between 25% and 64%.</p> <p>- The text further incorporates the necessary amendments to Royal Decree 1721/2007 to integrate these improvements, adjust the assessment of university entrance grades, update the distribution of competences between administrations, and strengthen the economic regulation of grants. Together, these measures consolidate a more inclusive, accessible, and student-centred scholarship system.</p>			
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5) **Other Bologna Process commitments: Microcredentials**

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No /Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]
Creation of Micro-credentials database	This action will enable to have a general overview of micro-credential offered by Spanish HEIS	Stakeholders will be able to search across all the university micro-credentials offer and choose the ones that better meet their needs.	2025-2026		
Creation of a forum for the exchange of information among micro-credential stakeholders	Micro-credentials must be flexible and adaptable to the needs of our society to accomplish their goal as long live learning tool.	Allow spaces where providers and stakeholders can exchange information that will enable the creation of specific micro-credentials for specific goals that are necessary or demanded by society at a given point.	2023-2026		