

NATIONAL REPORT:
**Status of implementation of the National Qualifications Frameworks
and sectoral frameworks in Slovenia**

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1. Slovenian qualifications framework

A Slovenian qualifications framework (SQF) is being developed. The proposal attempts to consider national characteristics of the Slovenian education system and labour market, both in the number of levels set up as in the basic logic behind descriptors allowing for gradation.

[The draft proposal proposed 10 levels for the SQF](#). The levels descriptors for SQF are defined in terms of outcome criteria - knowledge, skills and competences:

[Knowledge](#) is the result of learning and acquisition of concepts, principles, theories and practices. It is obtained in different settings: in educational process, at work and in the context of private and social life,

[Skills](#) are in the context of the Slovenian Qualifications Framework described as cognitive (e.g. use of logical, intuitive and creative thinking) and/or practical (e.g. manual skills and the use of materials, tools and instruments).

[Competences](#) pertain to the ability to use and integrate knowledge and skills in educational, work, personal and/or professional situations. Competences vary in the light of their complexity, independence and responsibility for action. We distinguish between generic and vocationally specific competences.

There are [three types](#) of qualifications:

1. **Education** - Publicly recognised education is obtained after successfully completing publicly approved educational programmes.
2. **National vocational qualification** - A national vocational qualification is defined as work related vocational or professional capacity required to perform an occupation at certain level of complexity.
3. **Supplementary qualification** – A supplementary qualification is the result of education and training complementing, deepening and expanding an individual's knowledge, skills and competences for life and work.

Currently, there are **no official Sectoral qualifications frameworks** in Slovenia. It is necessary to prepare and implement the Slovenian qualifications frameworks first and then we can start to prepare Sectoral qualifications frameworks.

2. Sectoral qualification structures

In Slovenia, VET qualifications are classified in Sectoral qualification structures approved by Sector committee for occupational standards. Minister responsible for labour, family and social affairs established 10 Sector committees for occupational standards composed of experts and representatives of Chambers, Ministries and Trade Unions.

VET qualifications in Slovenia can be acquired following the school path (VET system) or the path of recognition of non formal learning (NVQ system). The VET Act connected both systems with introduction of occupational standards which represent a learning outcome standard for each qualification that can be acquired in Slovenia.

Occupational standards are the basic documents for the performance of examinations and the verification of professional qualifications.

It is important for them to be clearly, intelligibly and unambiguously written in order to prevent different or wrong interpretations. Therefore, the methodology for the preparation of occupational standards is prescribed, which ensures the transparency and comparability of occupational standards.

The preparation of occupational standards is done through social dialogue. It is important for the employers to explain what kind of personnel with what kind of knowledge and skills they need now and in future. After all, occupational standards are not just a record of the current situation but also of the trends in the development, which is of considerable importance for the changing labour market not just from the point of view of the employer but especially from the point of view of the certificate holder.

It is important that occupational standards are prepared in cooperation with experts who are familiar with the profession, work organisation, technology and, last but not least, trends in the development of the profession and the sector itself.

Although the occupational standards are closely related to a particular sector and profession, general competences necessary to work effectively in a profession should also be included. For example: quality assurance of work, ICT skills, communication skills, work planning and organisation, health and environmental protection, etc.

Below we present VET qualifications in metal, car and electrical sectors. We classify the qualifications in 10 levels of SQF and in 3 types of qualifications. Unfortunately the supplementary qualifications are not defined yet.

QUALIFICATIONS IN THE FIELD OF METAL SECTOR

LEVEL SQF	Type of qualification		
	Education	National vocational qualification	Supplementary qualification
VI.	Higher vocational education - MECHANICAL ENGINEERING - MECHATRONICS		
V.	4 year VET Technical secondary education - MECHANICAL ENGINEERING TECHNICIAN - MECHATRONICS TECHNICIAN	- MECHATRONICS TECHNICIAN	
IV.	3 year VET Vocational secondary education - MANUFACTURING OF METAL CONSTRUCTIONS - TOOL INDUSTRY WORKER - HEATING, PLUMBING, VENTILATION SYSTEMS INSTALLER - ROOFER - GOLDSMITH - OPERATOR OF MECHATRONIC SYSTEMS	- oxy gas welding - MMA type of welding - MIG/MAG type of welding - TIG type of welding - MAKER OF JEWELERY - WATCHMAKER	
III.	2 year VET Short term vocational education - ASSISTANT IN TECHNOLOGICAL PROCESSES	- ASSISTANT IN MAINTENANCE - ASSISTANT IN OPERATING THE MACHINERY	

QUALIFICATIONS IN THE FIELD OF CAR SECTOR

LEVEL SQF	Type of qualification		
	Education	National vocational qualification	Supplementary qualification
VI.	Higher vocational education - ENGINEER OF VEHICLE TECHNOLOGY		
V.	4 year VET Technical secondary education - VEHICLE MECHANIC TECHNICIAN		
IV.	3 year VET Vocational secondary education - VEHICLE BODY REPAIRER - VEHICLE MECHANIC		
III.		- MAINTENANCE OF TYRES	

QUALIFICATIONS IN THE FIELD OF ELECTRICAL SECTOR

LEVEL SQF	Type of qualification		
	Education	National vocational qualification	Supplementary qualification
VI.	Higher vocational education - Electrical engineering and energy technology - Electronics - Telecommunications technology		
V.	4 year VET Technical secondary education - Electric telecommunications technician - Electrical engineering technician		
IV.	3 year VET Vocational secondary education - Electrician		

3. The procedure for the preparation of VET qualifications

The procedure for the preparation of occupational standards and catalogues of standards for knowledge and skills is determined in the Rules on the Standard Classification of Occupations:

- The procedure begins with an **initiative** submitted on a specific form to the National Institute for Vocational Education and Training, which records it, provides an expert assessment and submits it for discussion to the Sector committee for occupational standards. When discussing the initiative, information on the needs of the labour market, on the comparability of standards for a specific qualification among EU member states, and, if necessary, on compliance with regulations and norms at EU level are especially important.
- If the Sector committee for occupational standards considers the initiative to be well-founded, experts proposed by the competent Sector committee for occupational standards, with methodological support from the CPI, prepare a proposal for a **occupational profile**.
- Based on the occupational profile, experts proposed by the competent sector committee for occupational standards, with support from the CPI, prepare a proposal for an **occupational standard** which defines professional competences, knowledge and skills necessary for a particular profession or set of responsibilities. The occupational standard is coordinated within the competent sector committee for occupational standards, which proposes it for discussion to the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. An expert committee for occupational standards operating within the Council of Experts of the Republic of Slovenia for Vocational and Technical Education discusses the occupational standard and proposes its adoption or rejection. The final decision is taken by the Council of Experts of the Republic of Slovenia for Vocational and Technical Education, which thereupon proposes the occupational standard for adoption and publication on National Reference Point (www.nrpslo.org) to the minister responsible for labour.
- The occupational standard must be compiled in accordance with the **methodology** determined by the competent expert council on a proposal from sector committees for occupational standards. The national methodology represents a uniform basis for

all occupational standards and catalogues, and thus ensures transparency and comparability of documents at national level. The methodological support for the preparation of occupational standards and catalogues is provided by the National Institute for Vocational Education and Training.

- On the basis of the occupational standard, a working group prepares a proposal for a **catalogue of standards for knowledge and skills** which is finally coordinated by the Sector committee for occupational standards. Once the coordination is completed, the Sector committee proposes the catalogue for discussion to the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. The expert committee for occupational standards and the commission for educational programmes, operating within the Council of Experts, propose to the Council the adoption or rejection of the catalogue, and thereupon the Council proposes it for adoption to the Minister of Labour, Family and Social Affairs .
- On the basis of one or more occupational standards a **VET programme** is developed. The national standards (minimum of hours for general knowledge modules and for professional modules, proportion of open curricula, etc) for each level of VET programmes are set by the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. Each new VET programme is discussed by the Council of Experts of the Republic of Slovenia for Vocational and Technical Education which finally proposes to the adoption or rejection of the VET programme to the Minister of Education and Sports .

4. The involvement of the stakeholders

<p>Ministry of Labour, Family and Social Affairs</p>	<ul style="list-style-type: none"> – announces occupational standards and catalogues
<p>Sector committees for occupational standards (established experts and representatives of Chambers, Ministries and Trade Unions)</p>	<ul style="list-style-type: none"> – discuss initiatives – determine the priorities in development of occupational standards – propose experts to prepare occupational profiles, occupational standards and catalogues – coordinate the content of occupational standards and catalogues – propose occupational standards and catalogues to the competent expert council – give initiative to develop new or update existing occupational standards (5 years) – responsible for a coherent qualification structure in sectors – revisions of occupational standards and catalogues
<p>Council of Experts of the Republic of Slovenia for Vocational and Technical Education</p>	<ul style="list-style-type: none"> – adopts the methodology for the preparation of occupational standards and catalogues – propose occupational standards and catalogues for adoption to the minister responsible for labour – adopt educational programmes
<p>Chambers, associations of employers, occupational associations, NGOs, trade unions, ministries having jurisdiction over the field</p>	<ul style="list-style-type: none"> – give initiatives for new occupational standards and catalogues – propose members of Sector committees for occupational standards – propose members of the Council of Experts for VET and its bodies