

**NATIONAL REPORT**  
**Learning results oriented design of SQF (sectoral  
qualifications framework)**

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*(Center of the Republic of Slovenia for vocational education and training)*

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	SLOVENIA		
	Car service	Electrical	Mechanical
QUALIFICATIONS	1	1	1
TRAINING REGULATIONS	2	2	2
CURRICULUM	3	3	3

***i = input oriented;***

***o = output oriented***

***d = descriptive***

1.

The qualifications in VET are **output oriented**. The occupational standards represent learning outcome standards for each VET qualification that can be acquired in Slovenia.

2.

- 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.

- Programmes of short-term vocational education (2 years VET) and vocational secondary education programmes (3 years VET) are both completed with a final exam, which are based on modules and competences.

- Programmes of technical secondary education (4 years VET) are completed with a vocational Matura. The vocational Matura comprises four units with the possibility of adding a fifth unit from the general Matura.

3.

The learning **outcomes approach** is embedded in the Slovene education system and well accepted. Education programmes have moved from a content-based to an objectives-based approach. The relationships between objectives and outcomes, and between **learning objectives/outcomes** and **learning standards**, are now being discussed. A balance is sought in emphasising the role played by general knowledge and acquired key competences, sufficiently broad technical knowledge and certain pedagogical processes in the defining educational outcomes.

*National VET framework curricula define* expected knowledge, skills and attitudes to be acquired by students. Syllabuses usually follow the Bloom taxonomy/concept of learning outcomes. Broad competence in catalogues for modules/subjects is defined as ability and readiness to use knowledge, skills and attitudes in study and work contexts.

In addition to the national VET framework curriculum, the school curriculum was introduced and represents an important innovation in Slovenia giving schools increased autonomy in curriculum planning, and especially in taking into account the local environment and employers' needs when developing the curriculum.

*Assessment in VET (at levels 4 and 5)* consists of assessment in the form of project work, testing practical skills and underpinning knowledge); written tests are also used at level 5 to test theoretical professional knowledge and knowledge of general subjects (Slovenian language, foreign languages, mathematics).