

NQF state of play

 **Slovenia 2024**

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Overview

Stage of development: [Operational stage](#)

NQF linked to EQF:

Scope of the framework:

The NQF includes educational qualifications (awarded through general, vocational/technical and higher education), vocational qualifications and supplementary qualifications awarded outside the regulated qualifications system.

Number of levels:

Ten

Legal basis/stage of development:

Slovenian Qualifications Framework Act (2016)
([in Slovenian](#))

NQF/EQF website:

[Website](#)

Qualifications register/database:

[SQF qualifications register](#)

[NVQ database](#)

Introduction and context

1.1. Policy context

In Slovenia in 2021, public expenditure on education as a percentage of gross domestic product (5.7%) was well above the EU average (4.8%). Participation in early childhood education and care is close to the EU average (92.3% in 2021), while the rate of early leaving from education and training is very low (4.0% in 2022). In 2022, tertiary education attainment (age 25-34) (47.3%) was higher than in the EU-27 (42.0%). In 2022, participation in upper secondary vocational education and training (VET) was one of the highest across the EU (69.7% against 49.0) ([1]). The participation of adults in lifelong learning is significantly higher than the EU average (respectively 22.3% and 11.9% in 2022) (European Commission, DG Education, Youth, Sport & Culture, 2023).

The SQF is referenced in policy documents like the [2022-2030 resolution on the national programme of adult education](#) and the '[Guidelines for preparation of short, upper secondary vocational and technical educational programmes](#)', which emphasises the need to include educational qualifications in the framework and promotes the learning-outcomes approach. The [2020-2030 strategy for short-cycle higher vocational education](#) emphasises the compliance of short-cycle programmes with the SQF to ensure high education standards and links the framework with lifelong learning (European Commission & Cedefop, 2022).

1.2. NQF legal basis

The SQF was embedded in national legislation by the [SQF act](#) in July 2016. This law summarises the main responsibilities of stakeholders in designing and awarding qualifications and defines the tasks of the SQF/EQF national coordination point (NCP) and the SQF/EQF NCP expert committee. It regulates the referencing of SQF levels to the EQF and the QF-EHEA, its funding provisions and the SQF register. The SQF act refers to procedures and levelling methods for all types of formal qualifications. An important development brought about by the act was the definition of the procedures and quality criteria for levelling supplementary qualifications awarded outside the regulated qualification system. The [vocational education](#) and [higher education](#) acts have integrated the SQF and are aligned with it. The [2022 act on professional, academic science and art titles](#) harmonises them with the SQF.

Policy objectives

The SQF is primarily a framework for communication, aiming to promote the transparency and comparability of qualifications in Slovenia and the EU. Its fundamental objectives are to support lifelong learning by including all levels and types of qualifications and showing relationships and support pathways between education sectors, and to improve the quality of qualifications.

Levels, learning outcomes and qualifications

3.1. NQF structure and level descriptors

The SQF is a 10-level framework. The level descriptors have three categories of learning outcomes: knowledge, skills and competences. Each qualification in the framework includes all three categories, although it is not necessarily the case that each category has equal weight within the qualification. This approach, allows the SQF to capture the full diversity of learning outcomes and qualifications that, though acquired in different settings and for different purposes, are broadly comparable in terms of learning outcomes.

3.2. NQF scope and coverage

The SQF includes:

- a. educational qualifications, awarded after the completion of formal education programmes (general, vocational/technical and higher);
- b. vocational qualifications, which can be:
 - i. national vocational qualifications (NVQs) that are not part of formal education and training, as they are obtained through the validation of non-formal and informal learning (VNFIL) and not through a formal educational programme ([2]), or
 - ii. vocational qualifications certifying the completion of training or continuing education (leading to a certificate of completed further training programme at SQF levels 3 to 5), issued in accordance with the regulations governing technical and higher education ([3]) (European Commission & Cedefop, 2022);
- c. supplementary qualifications, acquired through further and supplementary training in the labour market (offering supplementing abilities and competences), can be included at levels 2 to 8 - they have a strong labour market focus and are awarded outside the regulated qualifications system by an employer, a group of employers or the public employment service. Some of them can be considered as microcredentials (Cedefop, 2023; European Commission & Cedefop, 2024).

In accordance with the SQF act, archived qualifications and qualifications awarded before the Bologna reform are also included in the framework.

The number of SQF qualifications is changing constantly. Since 2022, the number of active qualifications has been increased by 60, approximately reaching 1760. There are 449 archived qualifications in the SQF register (November 2024). There are five supplementary qualifications included in the SQF and nine archived qualifications (November 2024) ([4]).

The SQF/EQF NCP is currently exploring, in cooperation with a wide range of national stakeholders, the option and the way to include different types of microcredentials in the SQF. Through this public consultation it was highlighted that there is a great number of trainings in the labour market, shorter than supplementary qualifications, which could potentially be included in the framework. This would promote transparency, quality and trust; however, stakeholders underlined the need to set up clear relationships to other qualifications and to ensure that inclusion procedures will not be too bureaucratic. It was suggested that microcredentials could be included in the existing pillar of supplementary qualifications or that a fourth pillar could be developed ([5]). Additionally, the SQF/EQF NCP, based on the key findings and recommendations of the SQF evaluation, has prepared a document with recommendations for the further development of the SQF. In 2023, the NCP set up an interdepartmental working group for SQF with key stakeholders, that also works on the development of the possibility of inclusion microcredentials into the SQF.

3.3. Use of learning outcomes

The learning-outcomes approach was already embedded in the education system before the introduction of the SQF and was well accepted, following the reforms carried out since the 1990s. These reforms have supported and broadened the assessment of learning outcomes. The learning-outcomes approach was central to developing the SQF. The SQF/EQF NCP is constantly promoting the learning outcomes approach via a range of promotional activities. The importance of qualifications' learning outcomes is emphasised by making them visible in the SQF register (European Commission & Cedefop, 2024).

New programmes in general (compulsory and upper secondary) education include learning outcomes to be achieved either at the end of the three stages of compulsory education or at the end of upper secondary education, tested by the external *matura* examination.

The learning-outcomes approach is seen in VET as a useful way of bringing vocational programmes and schools closer to real life and labour market needs. The basis for all VET qualifications is a system of occupational profiles and standards identifying the knowledge and skills required in the labour market. National VET framework curricula define the intended knowledge, skills and attitudes. The school curriculum is developed by VET providers, giving them increased autonomy in curriculum planning, especially in taking the local environment and employers' needs into account.

In higher education, reforms and the introduction of study programmes in accordance with the Bologna declaration guidelines have gradually taken place. Learning outcomes are described in terms of general and professional / subject-specific competences.

3.4. Quality assurance arrangements

The SQF, in its role as a gatekeeper, has an important quality assurance function, creating a quality assured environment for designing, providing and awarding qualifications. Only qualifications that have passed all levels of the accreditation procedure and are included in the national system of quality assurance in education and training can be included in the SQF (CPI, 2014). Each qualification included in the SQF register must fulfil many requirements and must be accredited and described transparently (in learning outcomes), with legally prescribed parameters, while the learning outcomes should reflect the SQF descriptors. Qualification providers should meet those criteria (European Commission & Cedefop, 2024).

The quality of the SQF is strengthened by the established high quality accreditation procedures and systems of quality assurance which underpin education and training. It is also assured through delegating the responsibility of preparing, accrediting and quality-assuring programmes to specific institutions (CPI, 2014). The education ministry (Ministry of Education, Science and Sport) is responsible for overall quality assessment and assurance processes in pre-higher education and, in part, in higher vocational schools. Both internal and external quality assurance are implemented, including the external assessment of learning outcomes (standards of knowledge) in secondary education. The CPI, acting also as the EQAVET national reference point, gathers information about quality assurance in VET schools, monitors 11 quality indicators at the national level and supports such schools. Education institutions must carry out a self-evaluation process every year and report on it to their managing authorities. The school inspection services

are responsible for administrative supervision. The [Slovenian Quality Assurance Agency for Higher Education \(NAKVIS\)](#) is responsible for the development and operation of the quality assurance system (accreditation of study programmes and institutions) in higher education and for the evaluation of higher vocational education in line with European standards and guidelines.

Institutional arrangements and stakeholder involvement

The labour ministry, in cooperation with the education ministry, has the overall competence and responsibility for developing and implementing the SQF. The leading institution at the operational level is the [National Institute of the Republic of Slovenia for Vocational Education and Training \(CPI\)](#), serving as the SQF/EQF NCP, since 2019. It carries out a number of projects and activities for both ministries and cooperates closely with social partners (e.g. coordinating 10 sectoral committees in charge of developing occupational standards and NVQ assessment standards). The CPI also coordinates the development of national VET framework curricula and supporting in-service teacher training. The SQF secretariat (an organic part of the CPI) coordinates the implementation of the framework. The role and responsibilities of the secretariat are stipulated in the SQF act, including providing information on and communicating about matters related to the SQF and EQF, managing the process of including qualifications in the framework, coordinating the work of other stakeholders involved in linking qualifications to the EQF via the SQF and maintaining the SQF register. Two employees are responsible for the day-to-day running of the SQF unit, which is financed by EU and national funds. The EQF NCP collaborates with the Slovenian Quality Assurance Agency for Higher Education on all issues relating to higher education. This cooperation is based on a written agreement signed by the two agencies in 2012.

The EQF NCP expert committee, appointed for a term of 4 years, comprises seven members (three proposed by the labour ministry, one by the education ministry, one by the economy ministry and two by the Economic and Social Council (one representing employers and the other representing trade unions)). Its responsibilities are to set out the criteria and prepare proposals for including supplementary qualifications in the SQF; to monitor developments related to the SQF, the EQF and the QF-EHEA; and to carry out other tasks necessary for placing qualifications in the framework. Moreover, cooperation with stakeholders (e.g. the ENIC-NARIC centre) takes place by recognising qualifications and supporting professionals who prepare/revise the descriptions of qualifications (European Commission & Cedefop, 2022; 2024).

Recognising and validating non-formal and informal learning and learning pathways

5.1. Recognising and validating non-formal and informal learning and learning pathways

The validation of non-formal and informal learning (VNFIL) has been implemented at all education subsystems and levels since 2006. The NVQ, operating under the labour ministry, is the most widely implemented VNFIL system; it is fully integrated into the SQF, covering EQF levels 2 to 5 (SQF levels 2 to 6). The NVQ system is legally embedded in the 2000 [national professional qualifications act](#), targeting adult learners. NVQs are only awarded through the validation of non-formally and informally acquired competences; the validation is based on occupational and qualification/assessment standards (Pavkov, 2024). Certificates of completed study programmes for further training can be awarded in full through validation arrangements (European Commission & Cedefop, 2024).

Validation arrangements use the learning outcomes of formal education programmes (VET, higher education and general education) included in the SQF to measure non-formally acquired knowledge and skills. VNFIL is linked to all SQF qualifications (to a different extent) but is most advanced in VET, higher VET and adult education. Validation can shorten the length of studies, give access to an education programme or lead to a full qualification (in VET and adult education). According to the higher education act, institutions should autonomously develop validation measures and form a committee for VNFIL; there is evidence that universities are gradually creating validation arrangements. Currently, ECTS credit points, parts of courses or modules can be obtained through validation; full SQF qualifications can only be obtained through enrolment and completing at least part of the study programme. In other education and training subsystems, people over 21 can take the general *matura* exam without being enrolled in formal education, while the master craftsperson qualification can also be acquired through validation, by participating in preparatory programmes. Supplementary qualifications can be awarded in full through validation arrangements (Pavkov, 2024; European Commission & Cedefop, 2024).

VNFIL pre-existed the SQF. It is well embedded in the framework, while the links to it are becoming increasingly visible to and understandable by

the wider public due to the numerous awareness-raising activities implemented by ESF-funded projects; for example, the SQF website includes a [section](#) providing information on VNFIL (European Commission & Cedefop, 2024).

5.2. Credit systems

An accumulation and transfer credit system, compatible with the principles of the ECVET, is used in vocational education to describe the volume and weight of programmes and units/modules. The ECTS has been obligatory in higher education since 2002.

5.3. Recognition of foreign qualifications

Recognition authorities (e.g. the ENIC-NARIC centre) are well informed about the SQF/EQF and use the SQF as an additional source of information in the process for the recognition of foreign qualifications (European Commission & Cedefop, 2022).

NQF implementation and impact

6.1. Stage of implementation

The SQF is operational, serving as a map of qualification types, supporting quality assurance and the recognition of qualifications and providing a reference point for the development and review of standards and curricula, and of VNFIL (European Commission & Cedefop, 2022).

6.2. Procedures for including qualifications in the NQF

The procedure for including educational qualifications in the SQF remains unchanged as described in the referencing report (European Commission & Cedefop, 2024). Public institutions responsible, under the Organisation and Financing of Education Act, for developing new state-approved primary and secondary education programmes, also prepare a proposal for the inclusion of the educational qualification into the SQF. The proposal is submitted to the competent Expert Council for adoption. The council also considers the suggested SQF level of the qualification and the minister for education adopts the SQF level together with the programme. When a higher education institution applies for accreditation of a study programme to NAKVIS, it also includes a proposal for inclusion in the SQF. NAKVIS along with accrediting the study programme, also defines the SQF level of the qualification (CPI, 2014). Input criteria are used in addition to learning outcomes for educational qualifications acquired after the completion of nationally accredited programmes. These criteria include the access requirements, the typical programme length and the input in terms of volume of learning activities in VET and higher education (also defined in credit points).

The procedure for national vocational qualifications (NVQs) starts when a competent public institution, as defined by the [National Vocational Qualifications Act](#), submits a proposal for the inclusion of a qualification into the SQF to the competent Expert Council for adoption. The council considers the proposed SQF level of the NVQ and the minister for labour adopts the SQF level together with a catalogue of professional knowledge and skills standards. Following the adoption the SQF/EQF NCP publishes the details in the SQF register (CPI, 2014). Vocational qualifications obtained through CVET programmes can be included in the SQF after successfully passing an accreditation procedure, defined by the [VET Act](#). A proposal for a new programme can be submitted, through an online form, by a company, chamber, employers' association or school to the

CPI. Based on specific criteria (the relevance of the content and justification of the need for the new qualification, the appropriateness of the placement within the existing qualification structure and of the proposed SQF level), the CPI prepares an opinion on the suitability of the proposal. If the proposal is accepted, the group of programme compilers (working group) prepares a proposal for a new programme and submits it to the Expert Council of the CPI. Programmes for upskilling in continuing vocational education must be adopted by the Expert Council for VET.

In accordance with the [SQF act](#), applications to level supplementary qualifications may be submitted by an employer, a group of employers or the Employment Service. CPI assesses the application and prepares an opinion. If the assessment is positive, the SQF/EQF NCP expert panel - nominated by the minister for labour - takes a decision on the application and submits a proposal for levelling the supplementary qualification to the SQF, which is approved by the labour ministry. The levelling criteria include the suitability of the applicant, relationships to existing qualifications, a description of the learning outcomes, the consistency and feasibility of the training programme, quality assurance relating to the training programme and the labour market relevance. The supplementary qualification is included in the SQF for 5 years; 3 months before expiration, the provider may apply for an extension.

Levelling decisions are taken according to the best fit principle ([6]) (CPI, 2014).

6.3. Indicating EQF/NQF levels

According to the 2016 SQF act, SQF/EQF levels are indicated on all general education, VET, higher education, NVQs and supplementary qualifications awarded after the adoption of the act. Certificates of completed study programmes for further training do not yet indicate SQF/EQF levels. Only in specific cases Europass supplements indicate SQF/EQF levels. For certificates, diplomas and supplements issued before the act was adopted, holders can obtain information (free of charge) on the SQF/EQF level of educational qualifications from the ENIC-NARIC centre and of NVQs from the SQF/EQF NCP (European Commission & Cedefop, 2022; 2024).

6.4. NQF dissemination

An SQF/EQF communication strategy - targeting learners, education and training institutions, jobseekers, employees, career counsellors, and professional and recognition bodies - was developed in 2014. The main

communication channels are the [SQF web portal](#), videos (targeting [companies](#), [education institutions](#) and [individuals](#), presenting an [overview](#) of the SQF register's functions and promoting [supplementary qualifications](#)), social media, tv, events, [job fairs](#) and a promotional leaflets, like the [SOK InfoZOOM](#). The SQF/EQF NCP has also developed [guidelines on the use of learning outcomes in practice](#), to support those responsible for developing and updating qualifications and assigning them to SQF levels, and [video guidelines](#) for those interested in filling out the application form for levelling a supplementary qualification (European Commission & Cedefop, 2022; 2024).

6.5. Qualifications databases and registers

The [SQF register](#) is a publicly accessible information system, which includes all SQF qualifications and aims to increase their transparency and comparability. The register targets learners, jobseekers, employees, employers, education institutions, guidance counsellors and others. In November 2024, it included approximately 1 766 active qualifications (1 395 educational qualifications, 366 vocational qualifications, five supplementary qualifications) and 449 archived qualifications (195 educational, 245 vocational and nine supplementary qualifications) ([7]). For each qualification, the register provides, in Slovenian and English, information on the title, the field of study, credit points (if relevant), the entry requirements, the SQF/EQF level, the ISCED level, the learning outcomes (in open text format), the awarding body and any transition possibilities, along with a link to the qualification. The register offers different functionalities: an [application](#) which helps learners, employers, career counsellors and educational providers to determine the SQF and EQF level of a diploma or certificate, video presentations on occupations connected with individual qualifications, presentations on possible career paths in the selected professional fields and a comparison tool for up to three qualifications. The register is interconnected with the [NVQ database](#) and the database of higher education qualifications, while it is linked to the Europass (via the Qualifications Dataset Register) and ESCO (European Skills, Competences, Qualifications and Occupations) platforms, enabling comparison between Slovenian and EU qualifications. Through its interconnection with the other databases, the register's information system is automatically informed when a new qualification is included in them, and the former qualification is archived (European Commission & Cedefop, 2022; 2024).

The evaluation of the SQF and the SQF register has showed that the level of awareness of the SQF Register among the broader public is rather low

(one-fifth is familiar with it). Nevertheless, those using it have mentioned that it facilitates access to information on education and training, providing a transparent overview of the country's qualifications, including information on their learning outcomes. The use of the register is widespread among education professionals; however they use it occasionally (Skubic Ermenc et al., 2020).

6.6. Awareness and use of the NQF

Although the SQF/EQF NCP has noticed an increase of the level of awareness and use of the SQF among the broader public ([8]), including learners and employees/jobseekers, it remains moderate (European Commission & Cedefop, 2024). This is in line with the results of the first systemic evaluation of the SQF and the SQF register, which showed that one third of the public were aware of the SQF (62% of the participants in the survey were learners and 23% were employees). Approximately half of those aware of the framework found out about it through the internet and 26% from certificates or diploma/certificate supplements. Most of them (85%) knew the level of their qualification. Only those directly using the SQF in their work (including representatives of education institutions, qualification and study programme developers, experts involved in the preparation of occupational standards, etc.) had more detailed knowledge of the content, uses and purpose of the SQF. 80% of them were familiar with the SQF, while 60% used it in their work. They most often used it in preparing new and revising existing study programmes, designing learning outcomes, developing supplementary qualifications or preparing a catalogue for hands-on training (Skubic Ermenc et al., 2020). SQF-qualifications providers refer and promote their qualifications as part of the SQF register. Awareness and use of the framework is very high among guidance and counselling practitioners, quality assurance bodies, and recognition authorities. For instance, the SQF/EQF NCP is very often working with guidance practitioners on job fairs and other events (European Commission & Cedefop, 2024). There is limited evidence that employers use SQF/EQF levels in recruitment procedures (e.g. job vacancies) and vacancy notices (Skubic Ermenc et al., 2020). The SQF is more often used by the public sector e.g. public employment services. The level of awareness and use of the SQF by trade unions is also moderate (European Commission & Cedefop, 2024). The SQF is increasingly used in national legislation and regulations, especially after the adoption of the SQF act; however, there is room to further use it in national and sectoral legislation and documents (Skubic Ermenc et al., 2020).

6.7. Monitoring and evaluating the NQF

The [first evaluation of the SQF and the SQF register](#) used a combined quantitative and qualitative research approach, including research tools such as questionnaires for the public and experts, focus groups and semi-structured interviews with key national stakeholders. The evaluation focused on the understanding, awareness and use of the SQF and the SQF register among the main national stakeholders, and on the influence of the SQF on the education system (Skubic Ermenc et al., 2020).

The evaluation includes recommendations, such as (Skubic Ermenc et al., 2020):

- a. promoting dialogue with experts and labour market stakeholders on the role and purpose of different types of qualifications and the relationships between them in a lifelong learning perspective (e.g. to identify labour market needs for supplementary qualifications and further develop the levelling methodology of these qualifications to the SQF);
- b. designing further activities to increase the visibility and promote the practical use of the SQF among key stakeholders and the public;
- c. providing further professional support on the use of learning outcomes and the SQF level descriptors to the developers of qualifications and programmes.

6.8. Impact of the NQF

According to the SQF evaluation, stakeholders consider that its contribution to transparency, understanding and comparability of qualifications at the national and international levels stands out (Skubic Ermenc et al., 2020). This remains a main positive impact of the SQF, indicating that its communication function works well. At the same time, stakeholders believe that the SQF has contributed to the systematic organisation of the qualifications system by integrating all qualification types. Nevertheless, the impact was greater in sectors that were well developed before the introduction of the SQF (formal education, NVQ system). The analysis of curriculum documents that was part of the 2020 SQF evaluation showed 'a considerable impact leading to an increase of the use of learning outcomes in education and training and to a more clearly formulated logic of qualification levels. Higher education stakeholders in particular have highlighted a positive impact on this sector, as level descriptors can be used as an evaluation tool, can help describe competences and can define different levels of higher education

qualifications. However, the SQF has not yet been widely recognised as a means of enhancing mobility and linking education with the labour market (Skubic Ermenc et al., 2020). The framework has contributed to enhancing the quality of qualifications. Following the levelling of NVQs, the framework now provides a reference point for the assessment of non-formal and informal learning and for VNFIL. Regarding permeability, the SQF plays an informational role; the register includes information on qualifications' entry requirements and possible transition routes. The SQF has also promoted lifelong learning and the cooperation of stakeholders across the education, training and employment sectors (most recently through the consultation on the inclusion of microcredentials in the framework (European Commission & Cedefop, 2022; 2024).

According to the 2020 evaluation, stakeholders have indicated that the SQF has not performed well in terms of including new types of qualifications acquired outside the formal education system. Those who do not yet use the SQF have indicated that the level descriptors are too general to be used in developing education programmes and occupational standards. Another challenge is that there is considerable room for improvement in the use of the SQF in national and sectoral legislation and documents. Participants in the evaluation also emphasised the need to promote the SQF more to the public (Skubic Ermenc et al., 2020)

Referencing to the EQF

The SQF was referenced to the EQF and self-certified against the QF-EHEA in a joint report in 2013. The country plans to update the referencing report once the opening-up of the framework to microcredentials is launched (European Commission & Cedefop, 2024).

Important lessons and future plans

Embedding the framework into education and lifelong learning policies was a major milestone in the implementation of the SQF; nevertheless the 2020 evaluation has showed that there is still room for improvement. The framework has also assumed an important role as a gatekeeper, encouraging trust in SQF-levelled qualifications through quality assurance. Furthermore, it has been successful in promoting the transparency and comparability of qualifications. The mandatory indication of SQF/EQF levels on formal certificates and diplomas, along with the development of the SQF register, which is connected with other national databases and the Europass portal, are also considered as major successes (European Commission & Cedefop, 2022; 2024).

The major challenge in the SQF implementation is to increase the awareness and use of the framework among the broader public and increase its use by labour market stakeholders. Another challenge to be addressed is the need to establish more efficient links between different categories of qualifications included in the SQF, for instance between NVQs and formal qualifications. In this way, any NVQ certificate that is an integral part of a formal VET education programme in terms of its content could be recognised automatically in the process leading to educational qualifications. The inclusion of microcredentials in the SQF is a major priority.

Main sources of information

[URLs accessed 9/1/2024]

Institute of the Republic of Slovenia for Vocational Education and Training.

SQF/EQF portal.

SQF register.

CPI. (2014). *Referencing the Slovenian qualifications framework to the European qualifications framework for lifelong learning and the qualifications framework for the European higher education area: final report*

National qualification framework (NQF)

NQF LEVEL	QUALIFICATION TYPES	EQF LEVEL
10	<p>Doctoral degree (Diploma tretje stopnje, Diploma o doktoratu znanosti) Category Educational qualification</p>	8
9	<p>Research master's degree (Diploma o magisteriju znanosti) Category Educational qualification Qualifications awarded before the Bologna reform.</p> <p>Specialisation diploma following academic higher education (Diploma o specializaciji) Category Educational qualification Qualifications awarded before the Bologna reform. Example: Specialist in defence studies / Specialist obramboslovja</p>	

**Master's degree (Diploma druge stopnje,
Diploma o strokovnem magisteriju)**

Category

Educational qualification

**Specialisation diploma following professional
higher education (Diploma o specializaciji)**

Category

Educational qualification

Qualifications awarded before the Bologna reform.

Example: Specialist in the field of mental health in the community / Specialist s področja duševnega zdravja v skupnosti

**Diploma of academic higher education (Diploma
o univerzitetnem izobraževanju)**

Category

Educational qualification

Qualifications awarded before the Bologna reform.

**Higher education diploma (Diploma o visoki
izobrazbi)**

Category

Educational qualification

Qualifications awarded before the Bologna reform.

**Certificate of completed study programmes for
further training**

Category

Vocational qualification

**Academic bachelor's diploma (Diploma o izobraževanju prve stopnje - univerzitetna, UN)
Category**

Educational qualification

**Professional bachelor diploma (Diploma o izobraževanju prve stopnje - visoka strokovna, VS)
Category**

Educational qualification

**Professional higher education diploma (Diploma o visokem strokovnem izobraževanju)
Category**

Educational qualification

Qualifications awarded before the Bologna reform.

**Specialisation diploma following old short-cycle higher education (Diploma o specializaciji)
Category**

Educational qualification

Qualifications awarded before the Bologna reform.

**Certificate of completed study programmes for further training
Category**

Vocational qualification

**Certificate of supplementary qualification.
Category**

Supplementary qualification

Example: Instructor of Slovenian sign language/
Inštruktor slovenskega znakovnega jezika

6	<p>Short-cycle higher vocational diploma (Diploma o višji strokovni izobrazbi) Category Educational qualification Example: Electronics engineer / Inženir elektronike</p> <p>Old short-cycle higher vocational diploma (Diploma o višješolski izobrazbi) Category Educational qualification Qualifications awarded before the Bologna reform.</p> <p>NQV certificate Category Vocational qualification Example: Apitherapist / Apiterapevt</p> <p>Certificate of completed study programmes for further training Category Vocational qualification</p> <p>Certificate of supplementary qualification Category Supplementary qualification Example: Concession and public-private partnership expert / Strokovnjak za koncesije in javno-zasebna partnerstva</p>	5
5	<p>Vocational matura certificate (secondary technical education, 4 years) (Spričevalo o poklicni mature) Category Educational qualification Example: Automotive service technician / Avtoservisni tehnik</p> <p>General matura certificate (Spričevalo o splošni mature) Category Educational qualification</p>	4

**Master craftsperson's examination certificate
(Spričevalo o opravljenem mojstrskem izpitu)**

Category

Educational qualification

**Foreperson's examination certificate (Spričevalo
o opravljenem delovodskem izpitu)**

Category

Educational qualification

**Managerial examination certificate (Spričevalo o
opravljenem poslovodskem izpitu)**

Category

Educational qualification

NQV certificate

Category

Vocational qualification

Example: Dietary cook / Dietni kuhar

**Certificate of completed study programmes for
further training**

Category

Vocational qualification

Example: Koordinator/koordinatorka poslovanja v
kozmetiki in velnesu

Certificate of supplementary qualification

Category

Supplementary qualification

Example: Clarus counsellor / Clarus svetovalec

4

**Final examination certificate (secondary vocational education, 3 years) (Spričevalo o zaključnem izpitu, Srednja poklicna izobrazba)
Category**

Educational qualification

Example: Electrician / Elektrik

NQV certificate

Category

Vocational qualification

Example: Asphalter / Asfalter

**Certificate of completed study programmes for further training
Category**

Category

Vocational qualification

Example: Bolničar - negovalec
spremljevalec/bolničarka - negovalka spremljevalka

Certificate of supplementary qualification

Category

Supplementary qualification

Example: Plastic injection moulding worker / Brizgalec
plastičnih mas

3	<p>Final examination certificate (lower vocational education, 2 years) (Spričevalo o zaključnem izpitu)</p> <p>Category</p> <p>Educational qualification</p> <p>Example: Wood worker / Obdelovalec lesa</p> <hr/> <p>NQV certificate</p> <p>Category</p> <p>Vocational qualification</p> <p>Example: Quarry worker / Kamnolomec</p> <hr/> <p>Certificate of completed study programmes for further training</p> <p>Category</p> <p>Vocational qualification</p> <hr/> <p>Certificate of supplementary qualification</p> <p>Category</p> <p>Supplementary qualification</p> <p>Example: Sewer system maintainer / Vzdrževalec/vzdrževalka kanalizacijskega sistema</p>	3
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2	<p>Elementary school leaving certificate (9 years) (Zaključno spričevalo osnovne šole)</p> <p>Category</p> <p>Educational qualification</p> <hr/> <p>NQV certificate</p> <p>Category</p> <p>Vocational qualification</p> <p>Example: Assistant cleaner / Pomočnik čistilca prostorov</p>	2
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1	Certificate of completing grades 7 or 8 of elementary education (Potrdilo o izpolnjeni osnovnošolski obveznosti) Category Educational qualification	1
	Elementary school leaving certificate (Zaključno spričevalo osnovne šole) Category Educational qualification	

Acronyms

CPI	Center RS za poklicno izobraževanje (Institute of the Republic of Slovenia for Vocational Education and Training)
ECTS	European credit transfer and accumulation system
ENIC- NARIC	European Network of National Information Centres and Network of National Academic Recognition Information Centres
EQF	European qualifications framework
NCP	national coordination point
NQF	national qualifications framework
NVQ	national vocational qualification
QF- EHEA	qualifications frameworks in the European higher education area
VET	vocational education and training
VNFIL	validation of non-formal and informal learning

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Notes

[1]More information at [[Eurostat \[educ_uoe_enra13\]](#)], accessed on 18 October 2024.

[2]Regarding NVQs, only the qualifications and the assessment standards of learning outcomes are defined, not the programmes or pathways leading to them.

[3]Vocational qualifications are different from educational qualifications awarded after the completion of formal vocational/technical education programmes.

[4]Source: internal communication with the CPI.

[5]Further insights (in Slovenian) on the work done in opening-up the SQF to microcredentials are included in the relevant [SOK InfoZOOM](#).

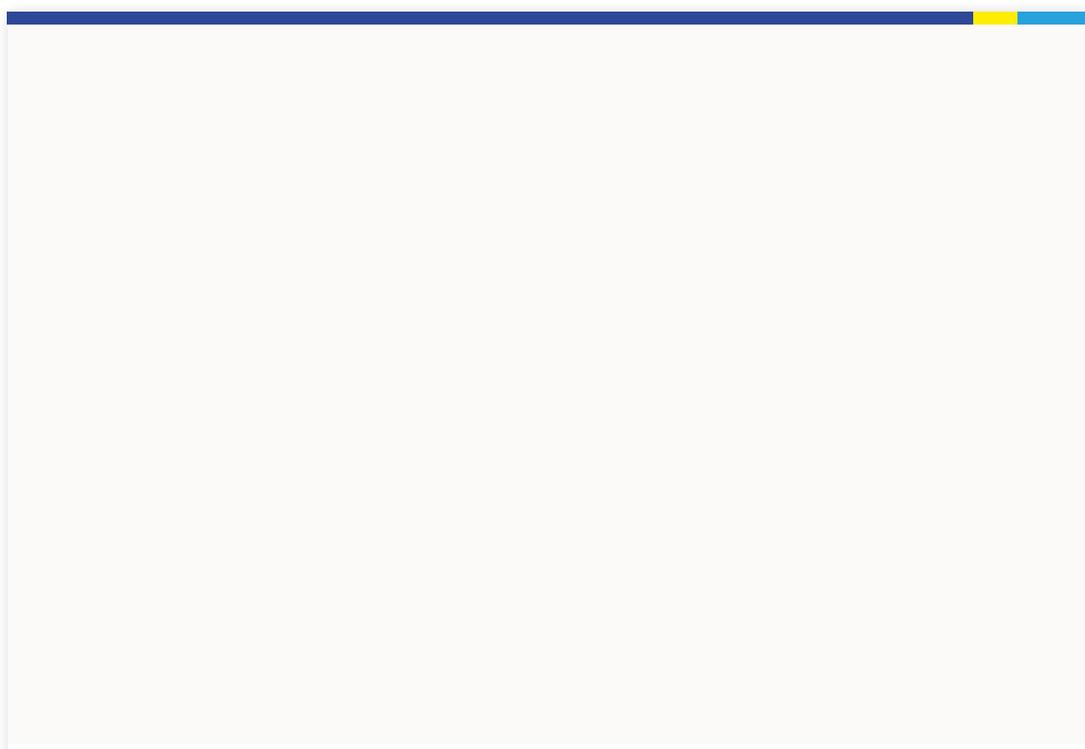
[6]The learning outcomes of a qualification fit better (in terms of knowledge, skills and competences) with the level descriptors of a given SQF level than with those of other levels.

[7]Source: internal communication with the CPI.

[8]This is an empirical finding, based on the interaction between the representatives of the SQF/EQF NCP and the public for example in job fairs and other events.

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