

SLOVENIA – AN EXAMPLE OF
PERMEABILITY WHERE THE CREDIT
TRANSFER SYSTEMS FOR VET AND HE
LIVE SIDE BY SIDE

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OUTLINE OF PRESENTATION


- ECTS and credit points system in secondary vocational education
- Initial VET as part of permeable secondary educational system
- General and vocational matura as access and admission instruments to higher education (EQF 5 and 6)
- Higher vocational education ECTS points (EQF 5) as exemption in higher education programmes (EQF 6)



ECTS

- Based on the Higher Education Act (Article 36 and 37) and on the Higher Vocational Education Act (Article 24)
- ECTS points are allocated to entire study programmes as well as their components
- Points allocation to programme components is based on their weight in terms of workload needed for „an average student“ in order to achieve the expected learning outcomes
- 1 ECTS point corresponds to 25 – 30 hours of learning activities
- 60 ECTS points per one year of education
- Introduction of ECTS together with „Bologna reform“ of study programmes

CREDIT POINTS SYSTEM IN SECONDARY VOCATIONAL EDUCATION

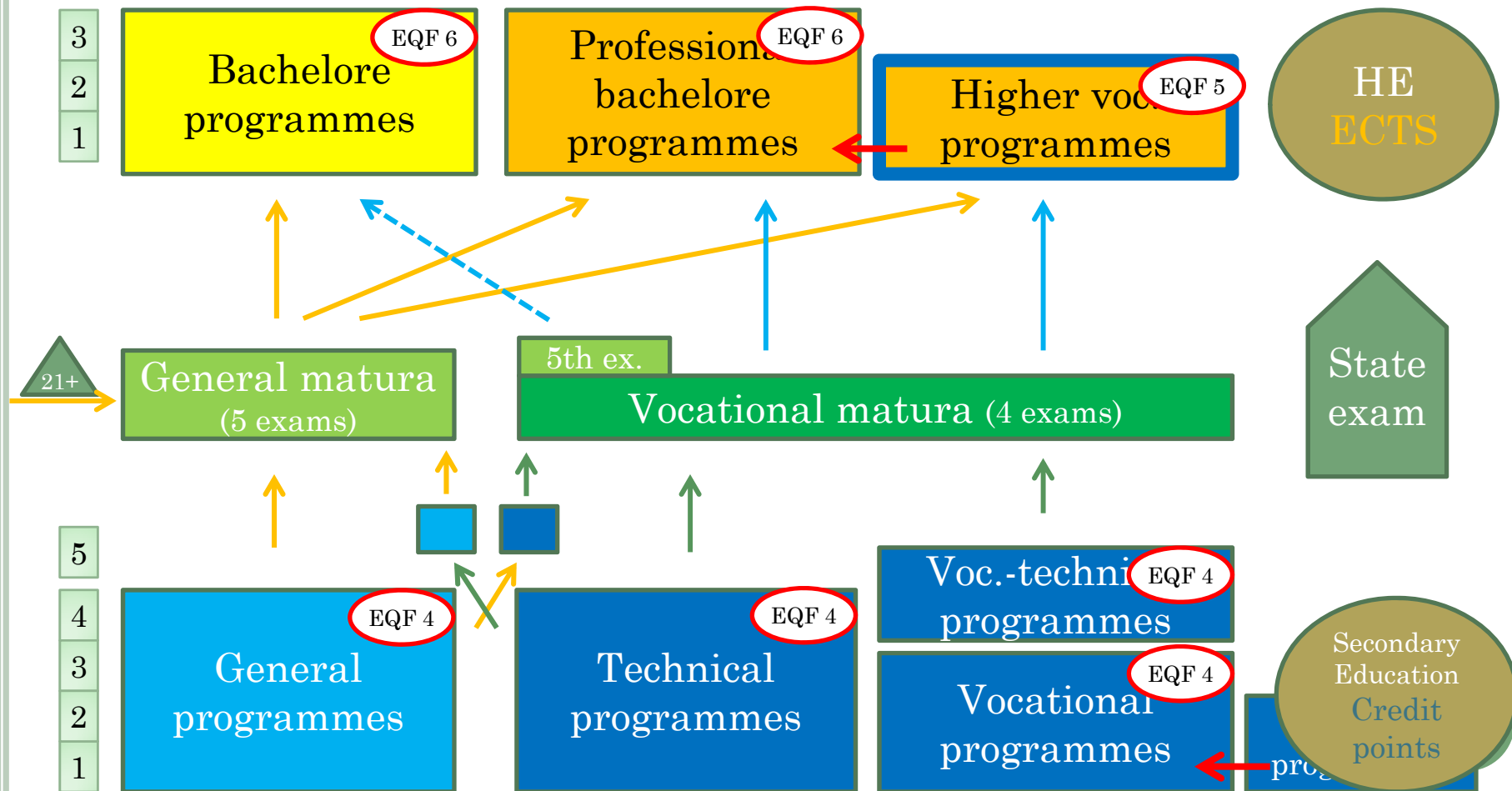
- Based on Vocational Education and Training Act (Article 14)
 - Credit points are allocated to entire educational programmes as well as their components
 - Points allocation to programme components is based on their weight in terms of workload needed for „an average student“ in order to achieve the expected learning outcomes
 - 1 credit point corresponds to 25 hours of learning activities
 - 60 credit points per one year of education
 - Introduction of credit points together with output oriented reform of educational programmes
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PURPOSE OF CREDIT SYSTEMS

- Improvement of **transparency and comparability** (based on learning outcome approach)
- Better **recognition and transfer** of learning outcomes
- Facilitation of **national and international mobility** of students
- Emphasizing the **responsibility of students** and facilitation of individual pathways



VET AS PART OF SECONDARY AND HIGHER EDUCATION



ACCESS TO HIGHER EDUCATION (EQF 5 AND 6)

- Since 1996 matura (general and vocational) is a tertiary education entry exam
- Matura is a state exam is out of provider's competency
- My opinion: there is no space for other instruments
- Matura is also a qualification exam



ADMISSION CRITERIA

- Only in case of enrolment restrictions
- Only matura points and programme grades counts
- Faculties could emphasis some exams or programme grades for selection criteria



PARTIAL EQUIVALENCE (BETWEEN EQF 5 AND 6)

- Recognition of prior learning or study abroad based on ECTS regulations
- Special regulations on students' transition between programmes on EQF 5 and 6
 - Absence of inter-university agreement on the access to the second year
 - Approach varies between faculties: some good examples
 - University of Ljubljana proceeds individually
 - University of Maribor has more precise regulations and allows access of EQF 5 graduates in the second year EQF 6 programmes
- In some faculties practical training done on secondary vocational level (EQF 4) could be recognised (up to 15 ECTS)



CONCLUSIONS

- State matura regulates access to tertiary education (objectivity, equity)
- Learning outcome approach with ECTS and credit system in secondary education introduce more transparency and better credit transfer within the systems
- Practice to allow students to omit certain exams is still based mostly on input criteria
- Recognition of non-formal and informal learning is still in early stages



Thank you!

