



EUROPEAN INVENTORY OF NQFs 2020

SLOVENIA

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SLOVENIA

European inventory of NQFs 2020

Introduction and context

Slovenia's recent developments focus on digital education, aiming to enhance digital competences of teaching staff and students, improve access to digital education content and improve infrastructure, has been accelerated by the Covid-19 pandemic. Digital skills are integrated into school education and the digital skills of young people are better the EU average (European Commission, 2020).

Slovenia also performs well in relation to most other European benchmarks for education and training. It invests more in education and training than the EU average (5.4% compared to EU average of 4.6 in 2018, though spending is still lower than before the previous economic crisis). The country has exceeded EU 2020 targets for tertiary education attainment: at 44.9% in 2019 it is above the national and Europe target of 40% and the 2019 EU average of 40.3%. Enrolment, though, is in long-term decline due to smaller cohorts. There is also a wide gap between men and women and between native and foreign born. The share of students in STEM is high (29.3%). Early leaving from education is among the lowest, at 4.6% in 2019 compared to the EU average of 10.2%. Student achievements in reading, mathematics and science are above the EU average in all three competences and in math and science among the best in Europe. The share of low-achieving students is below the EU average (in science at 14.6%, maths at 16.4% and reading at 17.9). Improvements in equity in education have also been recorded, though disparities in performance linked to socioeconomic status and migrant background persist. Gender gap and gaps between native born and pupils with migrant background are pronounced at all education levels. Employment rates of recent graduates ISCED 3-8, at 86.0% in 2019 is above the EU average of 80.9% in 2019, though there was a fall from 84.5% in 2018 to 79.1% in 2019 for VET graduates. Participation of children in early education and care is 93.1%, approaching the EU benchmark for 2020 of 95%. The proportion of students in vocational education and training (VET) is among the highest in Europe, increasing from 65.9% in 2013 to 70.9% in 2018. The (re)introduction of apprenticeship schemes, piloted from the 2017/18 school year, has continued and expanded to new sectors and occupations. Slovenia has been closely monitoring its implementation and has published the third rounds of evaluations with a focus on assessment of apprenticeships (National Institute of the Republic of Slovenia

for VET, 2020b). Population aging is accentuating the need to increase participation in adult learning, particularly for the low-skilled. A total of 11.2% of Slovenian adults participated in adult education in 2019, slightly above the EU average of 10.8%; however, the engagement in lifelong learning is still low among the low-skilled. An important step to address the policy challenges is the design of a new National master plan for adult education (2021-2030 (European Commission, 2020).

Embedded in this context, the 10-level comprehensive Slovenian qualifications framework (SQF) was adopted by the Slovenian Qualifications Framework Act (1) and came into force in July 2016, serving as the legal basis for SQF implementation and full operationalisation. Its comprehensive nature covers three categories of qualifications included in the framework and the register of qualifications: educational qualifications, vocational qualifications and supplementary qualifications awarded outside the regulated qualifications system.

The SQF was linked to the European qualifications framework (EQF) and self-referenced to the qualifications framework for the European higher education area (QF-EHEA) in May 2013.

Policy objectives

The SQF is primarily a framework of communication whose purpose is to achieve transparency and recognisability 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 them; to connect and coordinate the Slovenian qualifications subsystems; and to improve the transparency, accessibility and quality of qualifications with regard to the labour market and civil society.

Although the SQF is not seen as a tool for reform, its potential lies with its focus on learning outcomes and promotion of quality assurance in its contribution to the establishment of the comprehensive, responsive and flexible system of qualifications, supporting lifelong learning (European Commission and Cedefop, 2020).

(1) The SQF Act is available [here](#) (in Slovenian).

Levels, learning outcomes and qualifications

The SQF is a comprehensive framework with 10 qualification levels. The descriptor for each level has three categories of learning outcome: 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. Such a selection of categories allows capturing 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.

The SQF includes three categories of qualification covering all subsystems of formal education and training, as well as further learning:

- (a) educational qualifications are awarded after completion of formal education programmes at all levels of formal education (general, vocational/technical and higher);
- (b) vocational qualifications are awarded by an NVQ certificate, issued in accordance with the national regulations governing NVQs ⁽²⁾, or another document certifying completion of training or continuing education, issued in accordance with the regulations governing technical and higher education;
- (c) supplementary qualifications are acquired in further and supplementary training on the labour market (linked to supplementing abilities and competences) and not nationally regulated; they have strong labour market focus and are awarded by an employer, a group of employers or by the Employment Service of Slovenia.

Input criteria are used additional to learning outcomes for educational qualifications acquired after completion of nationally accredited programmes: these include access requirements, typical programme length, and input in terms of volume of learning activities in VET and higher education (defined also in credit points). For NVQs, only qualifications and assessment standards of learning outcomes are defined, not the programmes or pathways that lead to the NVQ.

The learning-outcomes approach was already embedded in the Slovene education system before the establishment of the SQF and well accepted, following reforms carried out since the 1990s. Education programmes have moved from content-based to an objective-based approach in 1990's. Reforms have supported and broadened assessment of learning outcomes. 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 defining educational outcomes.

⁽²⁾ The National Professional Qualifications Act, 2000, last amends in 2009:
<http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO1626>

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 knowledge and skills required in the labour market. National VET framework curricula define expected knowledge, skills and attitudes to be acquired by students. The school curriculum developed at provider level was also introduced and is an important innovation in Slovenia. It gives schools increased autonomy in curriculum planning, especially in taking the local environment and employers' needs into account when developing the curriculum. Assessment in VET (at SQF levels 4 and 5) is 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), which are tested externally. An accumulation and transfer credit system, compatible with the principles of the European credit system for VET, is used in vocational education to describe the volume and weight of programmes and units/modules.

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

Reform and introduction of study programmes according to the Bologna declaration guidelines has taken place gradually in higher education. Learning outcomes are described in terms of general and professional/subject-specific competences. The European credit transfer and accumulation system (ECTS) has been obligatory in higher education since 2002. In 2017-18, three Slovenian public universities participated in a project on creating innovative learning environments and innovative didactical approaches by integration of ICT into learning processes (European Commission, 2020) ⁽³⁾,

The learning-outcomes approach was central to establishment of the SQF. The analysis of the curriculum documents that was part of the recent SQF evaluation has shown 'a considerable impact with its approach to learning outcomes, which is reflected in two aspects in particular: it has brought a more clearly formulated logic of qualification levels and thus an increase in learning outcomes into the system' (Subic Ermenc, Mikules and Biloslavo, 2020, p. 32). HE stakeholders highlight a positive impact of the SQF on HE qualifications in defining competences, differentiating between levels and improvement in practice of assessing learning outcomes.

⁽³⁾ See for instance <http://ikt-projekti.uni-lj.si/GeneralANG.html>

Now all qualifications in the SQF qualifications register (educational, vocational and supplementary) are described in learning outcomes ⁽⁴⁾.

The Slovenian EQF NCP prepared the Guidelines on the use of learning outcomes in practice. This is a practical tool to support professionals, when describing and updating qualifications and assigning them to the SQF levels ⁽⁵⁾.

SQF as a ‘gate-keeper’ has an important quality assurance function. Each qualification, included into the SQF register, must be quality assured and fulfil a number of requirements: be accredited, be described transparently with legally prescribed parameters, be described in learning outcomes, the learning outcomes must reflect SQF descriptors on appropriate level. In that way, the SQF creates an overall quality assurance environment for designing, providing and awarding qualifications. The Ministry of Education is responsible for overall quality assessment and assurance processes in pre-higher education, and, in part, in higher vocational schools. Quality assurance is based on the principle of internal quality assurance and external quality assessment, including external assessment of learning outcomes (standards of knowledge) in secondary education. The National Institute of the Republic of Slovenia for Vocational Education and Training (CPI) – also the EQAVET national reference point – gathers information about quality assurance in VET schools, monitors 11 quality indicators at the national level and supports VET schools with training, publications and cooperation in international quality assurance projects. Education institutions must carry out self-evaluation every year and report on it to their managing authorities. School inspection is 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 evaluation of higher vocational education in line with European standards and guidelines.

Institutional arrangements and stakeholder involvement

The SQF was legally established with the entry into force of the SQF Act, in July 2016 ⁽⁶⁾. This law summarises the main responsibilities of stakeholders in designing and awarding qualifications at different levels and defines the tasks of the national coordination point (NCP) for SQF-EQF and the NCP SQF-EQF expert committee. It regulates the referencing of SQF levels to the EQF and the QF EHEA,

⁽⁴⁾ Available in Slovenian and English [here](#).

⁽⁵⁾ Available in Slovenian [here](#).

⁽⁶⁾ <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6958>

funding provisions, and the maintenance of the SQF register. The SQF Act refers to procedures and methods of allocation of qualifications from formal education and training and NVQs as defined in sectoral legislation. One important development brought by the SQF Act is the definition of procedures and quality criteria for inclusion in the SQF of supplementary qualifications awarded outside the regulated qualification system.

The Ministry of Labour, Family, Social Affairs and Equal Opportunities, in cooperation with the Ministry of Education, Science and Sport, has the overall competence and responsibility for development and implementation of the SQF. The leading institution at the operational level is the National Institute of the Republic of Slovenia for Vocational Education and Training (CPI). This is the central national development and policy supporting body, that carries out a number of projects and activities for both ministries and cooperates closely with social partners (for example, coordinating 10 sectoral committees in charge of developing occupational standards, NVQ assessment standards, coordinating development of national VET framework curricula, and supporting in-service teacher training) (7). It was also appointed as national coordination point (NCP) for the EQF, providing technical assistance and coordinating the work of stakeholders involved in developing the SQF and during the referencing. The SQF secretariat within the institute coordinates the implementation of the framework. Its roles and responsibilities have been stipulated in the SQF Act to include information and communication on matters related to the SQF and EQF, managing the process of placing qualifications in the framework, coordinating the work of other stakeholders involved in linking qualifications to the EQF via the SQF, and maintaining the register of SQF qualifications (8). The running of the SQF secretariat is financed from different sources (EU and national funding).

In its role as NCP for the EQF, CPI collaborates with the Slovenian Quality Assurance Agency for Higher Education (NAKVIS) – the institution responsible for quality in higher education qualifications – on all issues relating to higher education. This cooperation is based on a written agreement signed by the two agencies in 2012.

The 2016 SQF Act established the NCP SQF-EQF expert committee, under the coordination of the NCP, which is appointed for a term of four years. This comprises seven members, appointed by the Minister for Labour for four-years: three members proposed by the Ministry of Labour, one proposed by the Ministry of Education, one proposed by the Ministry of Economy, and two proposed by the

(7) More information available [here](#).

(8) <https://www.nok.si/en/sqf-register>

Economic and Social Council (one representing employers and the other representing trade unions). Its responsibilities are to set out the criteria and to prepare proposals for inclusion of supplementary qualifications in the SQF, to monitor developments related to the SQF, EQF and QF-EHEA, and to carry out other tasks necessary for placing qualifications in the framework.

Recognising and validating non-formal and informal learning and learning pathways (⁹)

Slovenia has long-standing of experience in validation of non-formal and informal learning. The most widely implemented system is that of national vocational qualifications (NVQs) under the Ministry of Labour, Family, Social Affairs and Equal Opportunities. This is legally embedded in the National Professional Qualifications Act from 2000 (with several amendments, the latest in 2009) (¹⁰) and targets adults over 18 years old. According to this act, NVQs can be fully acquired and awarded based on validation of non-formally and informally acquired competences. The basis for validation is nationally approved occupational and qualifications/assessment standards. There are currently 323 NVQs included in the NVQ register (¹¹).

Since 2006, validation of non-formal and informal learning is also possible in all formal education subsystems, regulated by sector-specific acts and regulations. It is most advanced in VET, higher VET and adult education, but other subsystems allow certain validation possibilities. For example, people over 21 can take the general *matura* exam without being enrolled in formal education. Non-formally acquired knowledge and skills are taken into account to shorten the length of studies. The 'master craftsman' qualification can also be acquired through validation, though participation in preparatory programmes is possible and common. In higher education, the Higher Education Act (2012) (¹²) obliges institutions to prepare validation measures and form a committee for validating non-formal and informal learning. Universities are autonomous and can decide their own procedures for this; they normally use professional assessors or

(⁹) This section draws mainly on input from the 2018 update to the *European inventory on validation of non-formal and informal learning* (Pavkov, 2019); and the report on validation (CPI, 2020a).

(¹⁰) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO1626>

(¹¹) The NVQ register is available [here](#). It is fully integrated in the SQF register of qualifications.

(¹²) <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172>

committees. There is evidence of universities creating frameworks to support validation measures. The result of validation in higher education can be the award of ECTS credit points for a single course or a module within a study programme. In all subsystems of formal education, validation arrangements are measured against the learning outcomes of formal education programmes (VET, higher education and general education), included in the SQF. Also, the NVQ system is fully integrated into the SQF and register, covering EQF levels 2 to 5.

The third group of qualifications included in the SQF is supplementary qualifications, that can be positioned on levels 2-8. These are awarded outside the regulated qualification system by companies or Employment Service of Slovenia. Supplementary qualifications are awarded after completing a training programme and passing a prescribed assessment procedure; validation of non-formal learning is also possible.

Not only are validation arrangements well embedded in the SQF, the links to it are becoming increasingly visible and understandable to the wider public due to the numerous awareness-raising activities implemented within ESF-funded projects.

Among the challenges to be addressed is establishing more efficient links between different categories of qualifications included in the SQF, for instance between the system of NVQs and formal education system, by having any NVQ certificate which is an integral part of a formal VET education programme in terms of its content automatically recognised in the process leading to educational qualifications. A comprehensive SQF can help build bridges and support more smooth progression possibilities not only vertically, but also horizontally in a life-long and life-wide perspective.

NQF implementation and impact

The SQF is a comprehensive and overarching framework of all nationally regulated qualifications from the formal education and training and NVQ system, including those based on sectoral legislation. Also, legacy awards and qualifications awarded before the Bologna reform are included in accordance with the SQF Act. One important development brought by the SQF Act since 2016 is the definition of procedures and quality criteria for inclusion of supplementary qualifications – not nationally regulated – in the SQF. According to the SQF Act, applications to place supplementary qualification into the SQF may be submitted by an employer/group of employers or by the Employment Service of Slovenia.

The national Institute of the Republic of Slovenia for VET assesses the completed application and prepares opinion on the suitability of the application and

training programme. If the assessment is positive, the NCP SQF-EQF expert committee – nominated by Ministry of Labour – drafts a proposal for placing of the supplementary qualification into SQF. The inclusion is finally approved by the minister responsible for labour. The criteria for including supplementary qualifications into the SQF include the suitability of the applicant, relationships to existing qualifications, description of the learning outcomes, consistency and feasibility of the training programme, quality assurance of the training programme, and labour market needs. The supplementary qualification is placed in the SQF for five years; three months before this period expires, the proposer may submit an application to extend the validity of the placement. To date (April 2021) 13 supplementary qualifications have undergone the accreditation process successfully and were consequently included in the SQF, at SQF levels 3 to 7.

An important technical tool of the SQF is the comprehensive qualifications register ⁽¹³⁾ that describes all included qualifications in accordance with SQF and EQF parameters: title, type and category of a qualification, credit points, access requirements, SQF/EQF level, ISCED level, learning outcomes, awarding body and transition possibilities. The register contains around 1 690 qualifications (1 342 educational qualifications, 323 NVQs and 13 supplementary qualifications); it is linked to the new Europass ⁽¹⁴⁾ and ESCO enabling comparison between Slovenian qualifications and those of other EU countries.

With adoption of by-laws ⁽¹⁵⁾ and inclusion of SQF in policy documents and strategies (e.g. Resolution of national programme of higher education) the SQF is well integrated into the national qualifications system and education and training strategies and legislation. It has reached full operational stage.

An NQF/EQF communication strategy has been developed for different target groups to raise awareness about SQF and EQF among students, education and

⁽¹³⁾ Available [here](#).

⁽¹⁴⁾ [Find and compare qualifications frameworks | Europass Courses | Europass](#)

⁽¹⁵⁾ Rules on public documents forms referring to SQF/EQF levels for all types and levels of qualifications are available here:

- in primary schools: <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV9024>
- in secondary education, including certificate supplements: <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV9039>)
- in higher vocational education: <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV9158>)
- on diploma supplements: <http://pisrs.si/Pis.web/pregledPredpisa?id=ODRE1985>)
- on the NVQ certificate <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV10347>
- on supplementary qualification certificates: <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV12846>

training institutions, employees, career counsellors, professional and recognition bodies. Target videos for different groups have been prepared (16).

Increasingly, the framework is visible and used by education and training institutions and learners. SQF/EQF levels are indicated on all certificates, diplomas and Europass supplements for general education, VET, higher VET, higher education, NVQs and supplementary qualifications, and in the online register and when preparing and renewing education programmes and qualifications. The SQF and corresponding qualifications register plays an important role in guidance and counselling services, offering comprehensive information on qualifications. The SQF register (17) was upgraded with new functionality in the presentation of possible career paths on the selected professional fields. It enables users to plan more easily the future steps in their learning and professional career.

The first comprehensive evaluation of the SQF and the register of qualifications was carried out in 2018-19 (Skubic Ermenc et al., 2020) (18). A combined quantitative and qualitative research approach was used for evaluation purposes with a number of different research tools developed and used to collect data (questionnaires for the general and professional public, focus groups and semi-structured interviews with key national stakeholders). The evaluation focused on the understanding, awareness and use of the SQF and qualifications register among the main national stakeholders as well as on the influence of the SQF on the education system. Overall, the findings show that the SQF is positively accepted among different stakeholders and users. Stakeholders appreciate its contribution to the transparency, understanding and comparability of Slovenian qualifications nationally and internationally. This indicates that the communication function of the SQF is well received. At the same time, the stakeholders believe that the SQF as a comprehensive and overarching framework has contributed to the systematic organisation of the qualifications system by integrating all its parts (formal education, NVQs, supplementary qualifications). The evaluation also shows that the SQF is recognised among different users, but only generically. A more detailed knowledge of the content, use, and purpose of the SQF is available only to those users who directly use the SQF in their work (including qualifications and study programme developers, experts involved in preparation of occupational standards).

There is some evidence that employers use SQF/EQF levels in recruitment, procedures and vacancy notices; however, the SQF/EQF levels are not used in

(16) Available [here](#).

(17) Available [here](#).

(18) Final report in English is available [here](#).

collective agreements and some regulation at the local level. The SQF links to the EQF help employers compare qualifications internationally when recruiting candidates from other EU countries. The SQF also enables the placing of supplementary qualifications by which companies can formalise and promote training and learning at the workplace

The SQF is also used in recognition processes, when presenting the information of SQF/EQF levels for comparing qualifications and understanding their quality assurance processes.

The evaluation brings a number of recommendations for the next steps of SQF implementation:

- (a) promoting at national level an expert debate on the role and purpose of different categories and types of qualifications and the relationship between them in a lifelong learning perspective;
- (b) encouraging professional debate with labour market stakeholders on their needs for supplementary qualifications and further elaboration of methodological foundations for the placement of these qualifications to the SQF;
- (c) further activities to increase visibility and promote the practical use of the SQF among key stakeholders and the general public;
- (d) providing further professional support on the use of learning outcomes and the SQF level descriptors to developers of qualifications and programmes (Skubic Ermenc e al.,2020, pp 33-34).

Referencing to the EQF

The SQF was referenced to the EQF and self-certified to QF-EHEA in a joint report in 2013.

Important lessons and future plans

An incremental approach and gradual implementation of the SQF can be observed in Slovenia, taking into account the results of education reforms in all subsystems of education in last two decades, and a good situation in education, training and qualifications developments compared to EU benchmarks. Important progress has been achieved in last 10 years; the SQF and the SQF register are fully operational.

The first evaluation of the SQF was carried out in 2018-19. It shows that the SQF is positively accepted by different groups of stakeholders as a tool that has contributed to transparency of qualifications, nationally and internationally, and to

the systemic organisation of qualification system, with all levels and types of qualifications, including those awarded outside the regulated qualification system. In future implementation, special attention and expert debate shall be encouraged to link/bridge better between formal education and training governed by the Ministry of Education and the certification system (NVQ), steered by the Ministry of Labour, to help individuals to combine learning outcomes from different settings in a lifelong learning perspective. This is in line with the comprehensive nature of the SQF and its policy objectives. There are also some groups of qualifications that are currently not included in the SQF, such as regulated sectoral or international qualifications. A further point to be improved is communication between education and the labour market. Quality assurance is regarded as essential in this respect, and is increasingly focused on outputs, as in testing quality indicators such as graduate destinations. The SQF is expected to strengthen further the quality assurance of learning outcomes, when designing, reviewing, providing and awarding qualifications at all levels and of different types.

One question for further discussion is the decision to place the 'master craftsman' qualification at SQF level 5/EQF level 4. In most other European countries, this qualification is placed at a higher level (EQF level 5 or 6), and the EQF advisory group raised the question of whether Slovenia is considering an upgrade of this qualification to bring it more in line with similar qualifications in Europe. Activities in connection with reform of the 'master craftsman' qualification were undertaken by the Chamber of Crafts and Small Business of Slovenia in conjunction with the CPI, the Ministry of Education, Science and Sport, and other social partners. As part of this reform, changes to the first occupational standards for the 'master craftsman' qualification were prepared in 2016, though the decision was to keep the same qualification level (SQF level 5/EQF level 4). More is being done on this.

Another challenge is further development of meaningful links between the SQF and related European and national tools, such as the classification system of education and training, KLASIUS.

Further planned developments will focus on implementation of the main recommendation raised by SQF evaluation: strengthening cooperation between different stakeholders in developing and implementing effective lifelong learning policies and practices and bringing added values for end-users.

Main sources of information

- The Institute of the Republic of Slovenia for VET is the EQF NCP: <http://www.cpi.si/en/>
- SQF/EQF portal: <https://www.nok.si/en>
- SQF register: <https://www.nok.si>
- National Institute of the Republic of Slovenia for VET (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. <https://europa.eu/europass/en/reports-referencing-national-qualifications-frameworks-eqf>
- Evaluation of the Slovenian qualifications Framework and the register of qualifications of the SQF. Link: [spremljava_registersok_eng_int.pdf \(nok.si\)](https://www.nok.si/spremljava_registersok_eng_int.pdf)

Slovenian qualifications framework (SQF)

NQF levels	Educational qualifications	NVQs	Supplementary qualifications (*)	EQF levels
10	Doctoral degree (<i>Diploma o doktoratu znanosti</i>)			8
9	(**) Post-graduate research Master of science degree (<i>Diploma o magisteriju znanosti</i>) (**) Specialisation diploma following academic higher education (<i>Diploma o specializaciji</i>)			8
8	Master degree (<i>Diploma o strokovnem magisteriju</i>) (**) Specialisation diploma following pre-Bologna professional higher education (<i>Diploma o specializaciji</i>) (**) Pre-Bologna diploma of academic higher education (<i>Diploma o univerzitetnem izobraževanju</i>) (**) Higher education diploma (<i>Diploma o visoki izobrazbi</i>)			7
7	Academic bachelor diploma (<i>Diploma o izobraževanju prve stopnje – univerzitetna, UN</i>) Professional bachelor diploma (<i>Diploma o izobraževanju visokem strokovnem, VS</i>) (**) Pre-Bologna professional higher education diploma (<i>Diploma o visokem strokovnem izobraževanju</i>)		Certificate of supplementary qualification (SQF level 7)	6

NQF levels	Educational qualifications	NVQs	Supplementary qualifications (*)	EQF levels
	(**) Specialisation diploma following old short cycle higher education (<i>Diploma o specializaciji</i>)			
6	Short-cycle higher vocational diploma (<i>Diploma o višji strokovni izobrazbi</i>) (**) Old short-cycle higher vocational diploma (<i>Diploma o višješolski izobrazbi</i>)	NVQ certificate (level 6)	Certificate of supplementary qualification (SQF level 6)	5
5	Vocational <i>matura</i> certificate (Secondary technical education, four years) (<i>Spričevalo o poklicni maturi</i>) General <i>matura</i> certificate (<i>Spričevalo o splošni maturi</i>) Master craftsman examination certificate (<i>Spričevalo o opravljenem mojstrskem izpitu</i>) Foreman examination certificate (<i>Spričevalo o opravljenem delovodskem izpitu</i>) Managerial examination certificate (<i>Spričevalo o opravljenem poslovodskem izpitu</i>)	NVQ certificate (level 5)	Certificate of supplementary qualification (SQF level 5)	4
4	Final examination certificate (Secondary vocational education, three years) (<i>Spričevalo o zaključnem izpitu, Srednja poklicna izobrazba</i>)	NVQ (level 4)	Certificate of supplementary qualification (SQF level 4)	4
3	Final examination certificate (Lower vocational education, two years) (<i>Spričevalo o zaključnem izpitu</i>)	NVQ (level 3)		3
2	Elementary school leaving certificate (nine years) (<i>Zaključno spričevalo osnovne šole</i>)	NVQ (level 2)		2
1	Certificate of completing grades 7 or 8 of elementary education (<i>Potrdilo o izpolnjeni osnovnošolski obveznosti</i>) Elementary school leaving certificate (<i>Zaključno spričevalo osnovne šole</i>)			1

(*) The inclusion of supplementary qualifications in the framework was legislated in 2016.

(**) Pre-Bologna diplomas.

Source: Adapted from Institute of the Republic of Slovenia for VET, 2014; <https://www.nok.si/en>

Acronyms

CPI	National Institute of the Republic of Slovenia for Vocational Education and Training
ECTS	European credit transfer and accumulation system
ECVET	European credit system for VET
EQF	European qualifications framework
KLASIUS	classification system of education and training
NAKVIS	Slovenian Quality Assurance Agency for Higher Education
NCP	national coordination point
NQF	national qualifications framework
NVQ	national vocational qualification
QF-EHEA	qualifications frameworks in the European higher education area
SIAE	Slovenian Institute for Adult Education
SQF	Slovenian qualifications framework
VET	vocational education and training

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