



SLOVENSKO
OGRODJE
KVALIFIKACIJ

SLOVENIAN QUALIFICATIONS FRAMEWORK

FOR BETTER TRANSPARENCY
AND ACCESSIBILITY OF
QUALIFICATIONS IN SLOVENIA
AND THE EU



REPUBLIKA SLOVENIJA
MINISTRSTVO ZA IZOBRAŽEVANJE,
ZNANOST IN ŠPORT



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The Slovenian Qualifications Framework (SQF) is a unified system of qualifications in the Republic of Slovenia for the classification of qualifications into levels with regard to learning outcomes.



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The purpose of the SQF is to achieve transparency and recognisability of qualifications in Slovenia and the EU. Its essential objectives are:

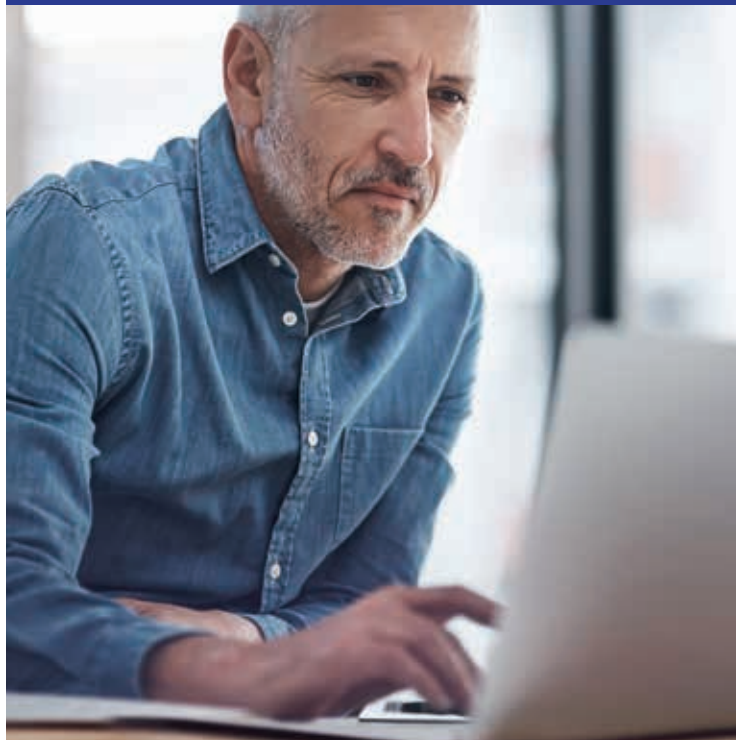
- to support lifelong learning,
- to integrate and harmonise Slovenia's qualifications subsystems and
- to improve the transparency, accessibility and quality of qualifications with regard to the labour market and civil society.

THE MAIN ROLE OF SLOVENIAN QUALIFICATIONS FRAMEWORK (SQF)

The Slovenian Qualifications Framework Act, adopted in 2015, stipulates that the Slovenian Qualifications Framework is a tool for the development and classification of qualifications into a unified system. Qualifications are classified into levels with regard to statutory criteria, learning outcomes and descriptors. Relationships between qualifications are shown and possibilities of horizontal and vertical transitions between qualifications are indicated. A qualifications framework contributes to improving quality, accessibility and the recognition of qualifications in the labour market both nationally and internationally. The unit of the SQF is the qualification.

The Act determines:

- the referencing of qualifications from the SQF to the European Qualifications Framework for Lifelong Learning (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA),
- procedures and competences regarding the placement/referencing of qualifications,
- the establishment of a National Coordination Point for the SQF and EQF and
- record keeping (SQF qualifications register).



THE SQF INCLUDES THREE CATEGORIES OF QUALIFICATIONS:

- **EDUCATION**, demonstrated by a public document certifying completion of education;
- **VOCATIONAL QUALIFICATION**, demonstrated by an NVQ certificate, issued in accordance with the regulations governing NVQs, or another document certifying completion of a further training programme, issued in accordance with the regulations governing vocational and higher education;
- **SUPPLEMENTARY QUALIFICATION**, demonstrated by a certificate of acquired supplementary qualification.

In the SQF, qualifications are classified into

10 LEVELS, with regard to learning outcomes.

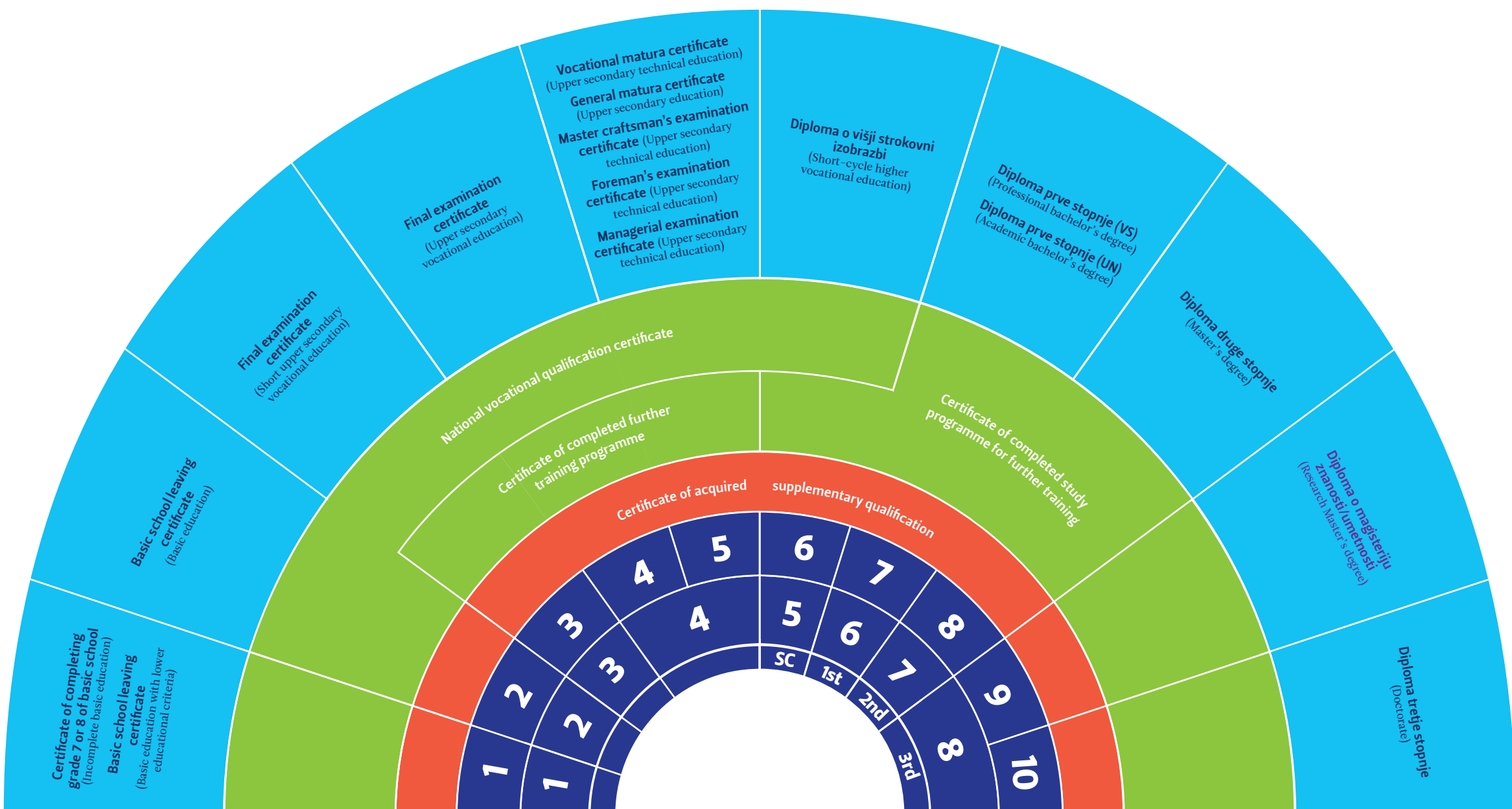
The ten SQF levels are linked to the

8 EQF LEVELS through the level descriptors of both frameworks.



Information about the SQF and EQF level must be visible on all public documents (diplomas, certificates,...) and for short-cycle higher vocational education and higher education qualifications the QF-EHEA level must be visible as well.

SLOVENIAN QUALIFICATIONS FRAMEWORK (SQF)



education

vocational qualifications

supplementary qualifications

SQF level

EQF level

QF-EHEA

SC – QF-EHEA Short cycle, 1st – QF-EHEA First cycle, 2nd – QF-EHEA Second cycle, 3rd – QF-EHEA Third cycle

The scheme includes all the current qualifications which can be obtained in Slovenia. It also includes the qualification Magisterij znanosti/umetnosti, which is classified as an SQF level 9 qualification and was included into EQF level 8 during the referencing of SQF qualifications in the EQF.

Information about other qualifications included is available at www.nok.si/en/

DESCRIPTORS OF SQF LEVELS

In the placement of qualifications into SQF **descriptors of SQF levels** are used, representing a starting point for the assessment of suitability, difficulty and complexity of individual qualifications. Descriptors of each level contain three categories of learning outcomes: knowledge, skills and competences. Each higher level also includes the knowledge, skills and competences of lower levels. Each qualification placed into the framework contains all three categories, but not every category necessarily carries the same weight within the qualification.

DESCRIPTORS OF SQF LEVELS	1	2	3	4	5
<p>knowledge</p> <p>Is the result of learning and the assimilation of concepts, principles, theories and practices. Acquisition of knowledge takes place in various settings: in the educational process, at work and in the context of private and social life.</p>	Elementary general knowledge enabling further systematic learning.	Basic general and applied knowledge covering understanding of the main social and natural concepts, processes and laws; serves as the basis for further learning and social participation.	Predominantly practical, life- and vocationally relevant knowledge with some theoretical basis, acquired primarily through the study of examples, imitation and practice in the context of a specific discipline.	Predominantly vocational knowledge supplemented by knowledge of theoretical principles, particularly those from the relevant discipline. The study of examples and the integration and application of knowledge take precedence over the principles of systematic scientific organisation.	General and/or specialised knowledge acquired through knowledge of different academic and/or professional fields and theoretical principles. Represents a basis for further learning and slightly more advanced understanding of the discipline. Learning primarily takes place through analytical thinking.
<p>skills</p> <p>In the context of the national qualifications framework, skills are described as cognitive (e.g. the use of logical, intuitive and creative thinking) and/or practical (e.g. manual, creative skills, use of materials, tools and instruments).</p>	Basic literacy and the ability to learn information and concepts. Practical skills required to carry out simple, repetitive tasks or a short sequence of simple tasks.	Basic literacy and practical skills including the use of basic tools, methods and materials. Ability to carry out simple, repetitive tasks consisting of a small number of operations.	Basic literacy and practical skills on a limited scale including the use of appropriate tools, methods and materials. Application of known solutions to resolve predictable problems on a limited scale. Ability to carry out transparent and standardised tasks.	Application of knowledge to resolve various tasks and problems, including less typical situations. Wide-ranging and specialised skills in relation to the area of operation, including the use of appropriate tools, methods, different technological procedures and materials. Ability to carry out relatively transparent, less standardised tasks.	Wide-ranging skills in relation to the area of operation, may also be specialised, including the use of appropriate tools, methods, different technological procedures, materials and theories. Evaluation and use of information to formulate decisions and solutions to various problems or atypical situations. Formulation of solutions in connection with well-defined abstract problems. Ability to carry out various, frequently non-standardised tasks.
<p>competences</p> <p>Relate to the ability to use and integrate knowledge and skills in educational, professional and personal situations. Competences are classified in terms of complexity, autonomy and responsibility. We distinguish between generic and vocationally specific competences.</p>	Ability to operate in a specifically defined and highly structured setting.	Ability to operate with limited autonomy on the basis of verbal or written instructions and to acquire new knowledge and skills in a predictable and structured setting. Taking a limited degree of responsibility.	Ability to acquire new knowledge and skills in a structured context with appropriate guidance. Ability to operate with limited autonomy in a predictable and structured context on the basis of simple verbal or written instructions. Taking a limited degree of responsibility.	Ability to operate in a familiar and less familiar setting with a greater degree of responsibility and autonomy. Taking responsibility for characteristics and quality of products/services connected with work tasks or processes. Taking responsibility for own learning. Acquisition of new knowledge and skills in a supervised environment. This level is characterised by a certain entrepreneurial orientation and the ability to organise and work in teams.	Ability to operate in diverse and specific settings. Taking responsibility for the characteristics and quality of the work process and results, showing autonomy and a certain degree of initiative. Taking responsibility and initiative for the acquisition of new knowledge and skills. This level is characterised by an entrepreneurial orientation and the ability to organise and work in complex and heterogeneous teams.

DESCRIPTORS OF SQF LEVELS	6	7	8	9	10
<p>knowledge</p> <p>Is the result of learning and the assimilation of concepts, principles, theories and practices. Acquisition of knowledge takes place in various settings: in the educational process, at work and in the context of private and social life.</p>	<p>Technical and theoretical knowledge in a specific field and practical knowledge for the resolution of concrete tasks. Knowledge enables the resolution of more complex tasks in specific fields of the discipline.</p>	<p>Advanced technical/theoretical and practical knowledge in a given field, supported by a broad theoretical and methodological basis.</p>	<p>Advanced theoretical, methodological and analytical knowledge with elements of research serving as a basis for highly complex professional work.</p>	<p>Advanced theoretical, methodological and analytical knowledge serving as the basis for original research/artistic work leading to the creation of new knowledge/ works.</p>	<p>Advanced knowledge serving as the basis for autonomous, original research/artistic work or the development of the discipline at the highest level, which is connected with scholarly, professional or artistic recognition both nationally and internationally.</p>
<p>skills</p> <p>In the context of the national qualifications framework, skills are described as cognitive (e.g. the use of logical, intuitive and creative thinking) and/or practical (e.g. manual, creative skills, use of materials, tools and instruments).</p>	<p>Ability to carry out more complex operational/ technical tasks linked to the preparation of works and control and management of work processes. Ability to carry out complex and usually specialised tasks in relation to the area of operation, including abstract thought and the use of appropriate tools, methods, different technological procedures, materials and theories.</p>	<p>Ability to carry out complex operational/technical tasks, including the use of methodological tools. Mastery of demanding and complex work processes through autonomous application of knowledge in new work situations. Ability to diagnose and resolve problems in various specific work settings linked to the education and training domain. A basis for original thinking/ work and critical reflection.</p>	<p>Mastery of highly demanding and complex work processes and methodological tools in specialised fields. Planning and managing the work process on the basis of creative resolution of problems related to the field of education and training. Capacity for original thinking/ work and critical reflection.</p>	<p>Planning, managing and carrying out works of the highest complexity, including participation in research projects/artistic projects of the highest standard and resolving theoretical and practical problems in special work situations. Capacity for complex original thinking/ work and critical reflection.</p>	<p>Planning, managing and carrying out works of the highest complexity, including participation in research projects/artistic projects, and resolution of the most complex theoretical and practical problems. Capacity for critical reflection, advanced abstract thinking and synthesising new and complex ideas.</p>
<p>competences</p> <p>Relate to the ability to use and integrate knowledge and skills in educational, professional and personal situations. Competences are classified in terms of complexity, autonomy and responsibility. We distinguish between generic and vocationally specific competences.</p>	<p>Ability to operate in different and specific settings with elements of creativity. Autonomous activity characterised by taking responsibility for the work of individuals and groups, material sources and information. Ability to make basic connections and place issues in a general social context is also important. Identification of own learning needs and attention to knowledge transfer in a work setting.</p>	<p>Ability to operate in different settings and functions and articulate new knowledge. Taking responsibility for defining and achieving own work results and/ or work results of a heterogeneous group in defined fields of work. Ability to devise and sustain arguments within specific work settings related to the field of education and training. Identification of own learning needs, ability to take the initiative for own learning, ability to transfer knowledge within a group.</p>	<p>Ability to carry out tasks independently and autonomously in mainly atypical settings in broader or multidisciplinary contexts. Ability to take responsibility for own professional development and instruct others. Taking responsibility for decisions relating to activities, processes and management of complex and heterogeneous groups.</p>	<p>Ability to carry out tasks autonomously in atypical settings and broader or multidisciplinary contexts in connection with basic and/or applied research/ artistic work. Ability to take responsibility for own professional development and the development of the discipline. Ability to independently, professionally and ethically orient own learning and learning of others in different contexts.</p>	<p>Capacity for highly autonomous work/creative work of the highest standard, interpretation and the ability to find answers to abstract questions and questions of the greatest complexity in a professional, academic or artistic field. Ability to transfer knowledge via critical dialogue between a professional discipline and an academic discipline, and a capacity for responsible evaluation of the consequences of the application of new knowledge in different contexts.</p>

PROCESS OF PLACING QUALIFICATIONS IN THE SQF

1. Placement of an education into SQF level is determined by the educational or study programme.

The minister, responsible for education, adopts the SQF level for an individual education together with the educational programme, on the proposal of the competent Expert Council of the Republic of Slovenia.

For higher education, the Slovenian Quality Assurance Agency for Higher Education (SQAA) confirms the SQF level along with the accreditation of the study programme.

2. Placement of vocational qualifications into SQF levels is determined by the NVQ catalogue, the vocational further training programme or the study programme for further training.

In addition to adopting the NVQ catalogue, the minister, responsible for labour, also adopts the SQF level for an individual NVQ. The minister, responsible for education, adopts the SQF level for an individual vocational qualification together with the programme for vocational further training.

Along with the accreditation of the proposed study programme for further training, the Slovenian Quality Assurance Agency for Higher Education confirms the SQF level of study programme for further training.

3. Placement of supplementary qualifications into SQF and EQF levels is determined by a decision of the Minister of Labour.

REGISTER OF SQF QUALIFICATIONS

The register of SQF qualifications represents a publicly accessible information system of the Slovenian Qualifications Framework and provides insight into all individual qualifications that can be obtained in Slovenia.

The register of SQF qualifications is available at the website www.nok.si/en/

Qualifications in the register of SQF qualifications are described in accordance with the SQF methodology and statutory provisions.

The register of SQF qualifications is linked to the European Commission portal **Learning Opportunities and Qualifications in Europe**.

CORE INSTITUTIONS

Interdepartmental Working Group

On 14 January 2010 the Government of the Republic of Slovenia has appointed the Interdepartmental Working Group for the preparation of national qualifications framework that will be in accordance with the European Qualifications Framework.

Its primary tasks are:

- determining a National coordination point in accordance with the Recommendations on the establishment of the European Qualifications Framework,
- preparing standpoints for the European Commission Advisory Group,

- preparing strategy and procedures for referencing slovenian qualifications to the European Qualifications Framework – in accordance with the criteria,
- confirming expert groundwork for development of the Slovenian Qualifications Framework,
- preparing guidelines for implementation groups and substantive bases for drawing ESF dedicated funds,
- monitoring the Slovenian Qualifications Framework development process and placing individual qualification standards within the framework.

NCP SQF–EQF Expert Panel

The minister, responsible for labour, has appointed the NCP SQF–EQF Expert Panel. The Expert Panel consists of seven members, nominated by the ministry, responsible for labour, the ministry, responsible for education, the ministry responsible for the economy, and the Economic and Social Council (of which one is a representative of the employers and one the representative of the employees).

Its tasks are:

- defines criteria for the placement of a supplementary qualifications within the SQF,
- prepares proposals for placement of a supplementary qualifications within the SQF,
- monitors the development process of the Slovenian and European Qualifications Framework and Qualifications Framework in the European Higher Education Area,
- performs others tasks required for the placement of qualifications.

NATIONAL COORDINATION POINT

(NCP SQF-EQF)

The National Coordination Point SQF-EQF operates from the **Institute of the RS for Vocational Education and Training**.

NCP SQF-EQF tasks are:

- takes care of the development of the SQF and its referencing to the EQF,
- provides access to information about the SQF, EQF and QF-EHEA on its website,
- leads the process of referencing the SQF to the EQF,
- leads the process of placing supplementary qualifications in the SQF,
- prepares material and coordinates the work of involved stakeholders in referencing national qualifications to the European Qualifications Framework (EQF) via the Slovenian Qualifications Framework (SQF),
- publishes and maintains the register of SQF qualifications and connections with the EQF portal,
- issues certificates of SQF and EQF levels for NVQs,
- provides administrative and technical support to the operation of NCP SQF EQF Expert Panel.



All information on the operation of NCP SQF-EQF and its tasks is available at www.nok.si/en/.

