

Implementation of the SQF for transparency and comparability - achievements and challenges

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Nature and scope of the SQF

Philosophy: framework of communication

The framework was built on the changes and reforms in education and training in the last decade and on tradition

Structure: comprehensive framework

Purpose:

- to achieve transparency and support recognition of qualifications in Slovenia and the EU;
- to support lifelong learning;
- to connect and coordinate Slovenian qualifications subsystems;
- to improve accessibility and quality of qualifications with regard to the labour market and civil society.

Milestones

SQF development and referencing process

- November 2010: discussions about SQF started
- May 2013: Slovenian Referencing report was presented to the EQF AG
- October 2014: final version of Slovenian Referencing report
- December 2015: SQF Act adopted in Slovenian Parliament
- Inclusion of qualifications

Slovenian Qualifications Framework ACT

SQF Act defines:

- SQF as the unified system of qualifications in the Republic of Slovenia,
- the correspondence between SQF levels and the European Qualifications Framework for Lifelong Learning (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA),
- procedures and competences with regard to the referencing of qualifications,
- the establishment of a National Coordination Point for the SQF and the EQF,
- the SQF Register.

Stakeholders involvement in the referencing process

A wide range of stakeholders bodies and experts participated in the process:

- Interdepartmental Working Group
- Quality assurance bodies
- SQF experts
- Bologna experts
- Slovenian government
- International experts
- Various stakeholders (employers, trade unions, higher education, schools, students' representatives)

SQF – 10 levels / EQF – 8 levels



SQF	EQF
1	1
2	2
3	3
4	
5	4
6	5
7	6
8	7
9	8
10	

Types of qualifications



SQF Register



Description of a qualification

Qualification

- name of a qualification;
- type of a qualification;
 - category of qualification;
- type of education;
- duration of education;
- credits;

- admission requirements
- ISCED field;
- SQF level;
- EQF level;
- QF-EHEA level;

- learning outcomes;
- assessment and completion of education;
- providers;
- possibility of progression to further education.

Impact of SQF

General considerations:

- **Transparency** of qualifications has increased at national and international level;
- The SQF for lifelong learning includes **all levels and types of qualifications**, including supplementary qualifications;
- Relationships between qualifications more visible;
- The influence of national contexts is visible;
- The influence on the education system: more **consistent use of learning outcomes and competences**;
- Levels between 3 and 5 have been used to a greater extent and have a greater benefit in the system

Impact of SQF

- The SQF law systemically regulates the inclusion and levelling of qualifications;
- The SQF, in particular with the help of the SQF Register of qualifications, significantly increases the transparency of the qualifications system in the country;
- Users:
 - *participants in education,*
 - *employees,*
 - *employers,*
 - *educational institutions,*
 - *careers advisers and*
 - *others*

Impact of SQF

- SQF learning outcomes-based level descriptors are used in the (re)accreditation of new educational programmes;
- Only accredited and quality assured qualifications are included in SQF
- Procedure for inclusion of supplementary qualifications recognized by employers
- All new diplomas and certificates have an EQF and SQF level

1. TITLE OF THE CERTIFICATE AND OF THE EDUCATION PROGRAMME (SL) ⁽¹⁾
Spričevalo o zaključnem izpitu po izobraževalnem programu: MIZAR (ID:883575) <small>⁽¹⁾ In original language.</small>

2. TRANSLATED TITLE OF THE CERTIFICATE AND OF THE EDUCATION PROGRAMME (EN) ⁽¹⁾
School-leaving certificate: JOINER <small>⁽¹⁾ This translation has no legal status.</small>

3. ACQUIRED KNOWLEDGE, SKILLS AND PROFESSIONAL COMPETENCES
<p>The holder of the certificate is qualified to:</p> <ul style="list-style-type: none"> - work independently and safely on wood working machines; - independently use workshop documentation and plans; - adequately operate material and work resources; - economically make high-quality woodworking products (chairs, tables with a drawer, cabinets made of massive wood or veneered wood-based panels, wood-turned products, inlaid wood veneer, carvings, windows, doors); - assemble doors, windows and residential furniture; - install residential furniture; - maintain and restore the furniture; - use basic ICT. <p>In addition, the holder of the certificate also upgraded his/her key professional skills and competences with key general knowledge and skills in line with national standards.</p>

4. RANGE OF OCCUPATIONS ACCESSIBLE TO HOLDER OF THE CERTIFICATE
<p>The holder of the certificate can find employment at:</p> <ul style="list-style-type: none"> - woodworking industry manufacturing doors, windows and residential furniture; - production of wood panels, beams and other wood components; - workshops manufacturing wood products fitted and also assembled on premises (wood floors, ceilings, wood wall coverings, stairs); - workshops making wood gallery, children toys, sport requisites, musical instruments ...; - craft trade manufacturing tailor-made doors, windows or residential furniture for customers.

<small>Name and Head Office of the School Awarding the Certificate:</small> CERTIFICATE SUPPLEMENT <small>FINAL EXAMINATION</small> <small>(Surname and first name)</small> <small>(Date and place of birth)</small> <small>Certificate No.:</small> <small>Place and date of issue:</small>	<small>Signature of the responsible person:</small>
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5. OFFICIAL BASIS OF THE CERTIFICATE	
Name and status of the body awarding the certificate The institution is accredited with the Ministry of Education, Science and Sport.	Name and status of the national/regional authority providing accreditation/recognition of the certificate Ministry of Education, Science and Sport Masarykova 16 SI-1000 Ljubljana www.mss.gov.si
Level of the certificate (national or international) Upper Secondary Vocational Education Slovenian Qualification Framework: SOK 4 European Qualification Framework: EQF 4 ISCED 2011: 353	Grading scale 5 – excellent 4 – very good 3 – good 2 – sufficient
Access to next level of education/training A successfully completed education programme within secondary vocational education enables entrance into corresponding education programmes of vocational-technical education. After a certain number of years of work experience, it also enables one to pass a suitable master craftsman or foreman or shop manager exam.	International agreements The Republic of Slovenia has concluded agreements on the recognition of education with individual countries. The relevant information is available at ENIC/NARIC - the National Academic Recognition Information Centre.
Legal basis - Organisation and Financing of Education Act (Official Gazette of the Republic of Slovenia, no. 16/07 and 36/08) - Vocational and Technical Education Act (Official Gazette of the Republic of Slovenia, no. 79/06)	
6. OFFICIALLY RECOGNISED WAYS OF ACQUIRING THE CERTIFICATE	
Time of the education	3 years
Number of credits¹	180 credits
General education	54 credits
Professional education	55 credits
Practical education at the employer²	37 credits
Extracurricular activities	7 credits
Open curriculum³	25 credits
Final examination	2 credits
Entry requirements The programme can be attended by anyone who has completed the programme of primary education or lower vocational education or equivalent education in line with previous regulations.	
Additional information <ul style="list-style-type: none"> - Ministry of Education, Science and Sport (www.mss.gov.si): Education programme and description of education and schooling in Slovenia - National Reference Point for Vocational Qualifications - NRP (www.nrpslo.org) - National Europass Centre (www.europass.si) 	

Challenges

- Further **development** of the comprehensive SQF Register (learning outcomes common format, electronic connection between different subsystems);
- Structural development of further vocational training;
- Improving **efficiency** of the attainments of qualifications focusing on the labour market needs;
- Further development of **supplementary** qualifications.

Challenges

- Comparison of selected qualifications included in SQF with qualifications from other countries in terms of **content** and **profile** and level (e.g. master craftsman qualification);
- Improving the **visibility** of the system to **end-users**;
- **Evaluation** of the **impact of SQF** in terms of usability, awareness and added value by key stakeholders,
- SQF as a tool for the development and management of human resources.



THANK YOU
FOR YOUR ATTENTION!

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