

Assessment and national report of Slovenia on the existing training provisions of professionals in the Healthcare Waste Management industry

REPORT: III



DEVELOPING AN EU STANDARDISED APPROACH TO VOCATIONAL QUALIFICATIONS IN HEALTHCARE WASTE

With the support of the Lifelong Learning Programme of the European Union

Grant Agreement No 541982-LLP-1-2013-1-UK-LEONARDO-LNW

Deliverable number	3.3
Dissemination level	Four (Public)
Delivery date	31/09/2014 v.1
Status	Version 1
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REGIONAL ENVIRONMENTAL CENTER
Slovenia

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"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

CHAPTER 1 EXECUTIVE SUMMARY

The national qualification framework in Slovenia consists of three sub-systems:

- Qualification obtain through educational programmes at the formal education levels which end with the gaining of a certificate, diploma or other evidence of publicly recognised education;
- A certification system of national vocational qualification(NVQ), which enables the gaining of working vocational or professional training and recognition of non-formal knowledge with a publicly recognised document;
- Further and supplementary education, by which an individual deepens knowledge and develops competence for life, work, mobility and career promotion and by which she or he obtains certification which may be a condition for employment or for continuing to perform work.



Professional Qualification can be acquired in the following ways:

- By completing the vocational or professional education programmes or completing modules as part of the educational programme; OR
- By assessment and accreditation of the NOQ Educational programmes are drawn up and The National Professional Qualification is a formally recognized competence required for practicing the occupation on the basis of the National Occupational Standard. In Slovenia, the National implemented in accordance with the Vocational and Professional Education Act (1996) falling within the responsibility of the Ministry of Education and Sport in cooperation with the social partners. The Educational programme defines the path towards the acquisition of National Occupational Qualifications.

- Educational programmes are drawn up and implemented in accordance with the Vocational and Professional Education Act (1996) falling within the sphere of responsibility of the Ministry of Education and Sport in cooperation with the social partners. The educational programme tentatively defines the path towards the acquisition of NOQ (subjects, number of lessons, theory-practice ratio, implementation regulations and standards). The main stress is increasingly shifting towards learning achievements that are tested by way of a final examination or a secondary vocational school leaving examination (poklicna matura).

The traditionally established school path leading to the acquisition of occupational qualifications is intended for the youth, but also for the adults. School certificates, however, are losing the role of the only guarantee that confirms the occupational competence of its holder. Certification models are being developed throughout Europe, above all as assessment and accreditation systems of informally acquired knowledge. While looking for methods to measure competence, the focus is increasingly moving towards the ability to mobilize knowledge, skills, habits and actions in order to perform work tasks in various circumstances.

In Slovenia the focus is shifting towards learning achievements, tested through final examination (school leaving examination) or vocational baccalaureate (Matura). Competence is measured by the ability to mobilise knowledge, skills, attitudes and actions in order to perform work tasks in a number of circumstances.

Professional qualification is proven with National Professional Qualification Act (NPQ Act):

- direct assessment of expert knowledge, skills and competences defined in the catalogue,
- based on certificates from education programmes or other (certification).

The assessment and verification of national professional qualifications is carried out by the committees at the appointed institution/organisation for the assessment and verification.

The assessment and verification (certification) of NPQ is for adults only. Minimum age stands with 18 years. The exception for prior trial is possible, if candidate's apprenticeship or studentship expire and has relevant work experiences.

The national professional qualification is obtainable:

- Through the attainable vocational education and training of all the professions based on vocational standards, and in accordance with education programme,
- By education programme modules for acquiring the vocational or professional education,
- By vocational and professional education/training if so stated,
- By education programme modules for acquiring the higher education or further study programme (training),
- When achieving skills and knowledge, stipulated with the catalogue, and in accordance with law.

Instruments for the certification

There are different methods and ways of certifying knowledge and skills and they depend on educational programme in initial VET.

CHAPTER 2 OVERVIEW OF THE VOCATIONAL QUALIFICATION SYSTEM

- 2.1 General description of the Vocational Qualification System
- 2.2 Awarding Bodies
- 2.3 Training Centres
- 2.4 National Occupational Standards

Vocational Education and Training (VET) in Slovenia

In 2005, the Slovenian Government adopted its development strategy, which defined its objectives, development priorities and corresponding action plans in order to improve the quality of education, encourage lifelong learning and increase the two-way flow of knowledge for economic and social inclusion.

The responsible organisations for VET in Slovenia are state bodies; the Ministry of Education and Sport, responsible for the pre-university education and higher vocational colleges, including the development of concepts, strategies, legislation and regulation for the education system and in conjunction with the Ministry of Labour, Family and Social Affairs, the responsibility for the vocational and technical education and training, systems for certification of national vocational qualifications, and the agreement of education policies with social partners. In higher education, responsibility falls under the remit of the Ministry of Higher Education, Science and Technology, which since 2005, has looked after universities and single higher education institutions.

As well as these national bodies, Slovenia also places emphasis on local authorities and schools councils (sveti šol) for education, the former responsible for the administration of pre-primary and basic education establishments and the latter, who act at local level, autonomously.

The system:

Basic - The Slovenian basic education system encompasses a nine-year compulsory education system divided into three, three-year cycles, during which no vocational education is available.

(Initial) IVET - Once students reach the end of the compulsory education, most tend to go into upper secondary schools, which can be publically or privately.

Several options are made available to them, categorised under four different types:

- General upper secondary education (splošno srednje izobraževanje – Gimnazija) – From the ages of 15 to 19 and lasting four years;
- Technical upper secondary education (srednje tehniško in strokovno izobraževanje) – From the ages of 15 to 19 and lasting four years;
- Vocational upper secondary education (Srednje poklicno tehniško izobraževanje) – From the ages of 15 to 19 and lasting three plus two years;
- Run in cooperation with employers.
- Those who pass the final exam in year three have the option to continue for a further two years or enter the job market with the option to re-enter after three years.
- Short-term vocational upper secondary education (Nižje poklicno izobraževanje) – From the ages of 15 to 17 and lasting two-and-a-half years to three years;

Around 98% of students continue on to secondary education, 40% of which choose general courses, 30% choose technical and around 30% choose short-course vocational. While there are four distinct pathways, the Slovenian education system is set up in such a way that only two have long-term prospects for students; the general upper secondary education and the vocational upper secondary education.

The short-term vocational upper secondary education is set up for those who have failed basic education and can continue with a special two-and-a-half year course, which upon completion, will allow direct entrance into the first year of any other upper secondary school, and the technical upper secondary education is aimed at the preparation of students for either 1) vocational higher education or 2) professionally-oriented higher education.

For those who want to continue with the vocational path, the final stage is the higher vocational education, a two-year post-secondary vocational education at sub-degree level, is provided at higher vocational colleges (*višje strokovne šole*). The new Higher Vocational Education Act (2004) regulates this level of vocational education separately from the upper secondary level, although it is undergoing several changes imposed by the Bologna process, including modular, broader programmes being made available and the harmonisation of tertiary education.

(Continuing) CVET- The field of CVET is strongly established in the national professional document as a completely equal field in the education system, having been identified as a key element of lifelong learning in the Adult Education Master Plan by the Slovenian Parliament in 2004. With this document, as well as enabling more resources to be allocated to CVET, four major aims were established:

- Improving access to education and learning;
- Improving the quality of education and training by modernising programmes, curricula and catalogues of knowledge from the lifelong learning 'strategic cores';
- The development of the education levels of the elderly; and
- The accreditation of prior learning by adults, allowing them to gain national vocational qualifications **(National Vocational Qualifications Act of 2006)**.

The largest share of adult and continuing vocational education and training in Slovenia is provided in non-formal programmes or courses and training and learning activities. According to a 2004 National Institute for Education study on the participation of adults (aged 16 to 64) in education and training, 8% took part in formal education and about 34% took part in non-formal education.

Responsibility for the development and implementation of CVET is currently shared by the state and social partners. The Ministry of Education and Sports (*Ministrstvo za šolstvo in šport, MSS*) is mainly responsible for legislation in the field of formal CVET, including the preparation of methodology for the standards of knowledge and skills in the certification system and regulating the assessment and certification procedures for national vocational qualifications obtained in that same system. Social partners, such as the Chambers of Commerce and Industry and the Chamber of Crafts of Slovenia are the organisations that represent employers in the social dialogue and carry out technical, developmental and counselling work in vocational education. Trade unions also involved, but limited to developing the procedure of certification of national vocational qualifications.

Other training programmes are also offered, in line with other European Partners, including programmes aimed at the unemployed, under the supervision of the Employment Service of Slovenia (ESS), which every year selects providers via public tenders. Their major programme, called 10 000+, has been in existence since 1997 in cooperation with the Ministry of Labour, Family and Social Affairs, the Ministry of Education and Sport and social partners, primarily targeting school drop-outs, those with no vocational qualifications or with vocational qualifications not in demand in the labour market who have been unemployed for more than six months. There



are not, however, any state-provided tax incentives to employers to increase investment in education and training of their employees.

Quality Assurance

Quality assurance in Slovenia is somewhat fragmented. Although amendments of the Higher Education Act in 2004 announced the introduction of a full evaluation system, covering all aspects of quality assurance, as well as the establishment of an independent national agency for quality assurance, most of this legislation was abolished with the amendments passed in the Higher Education Act in 2006. While some quality indicators were adopted in October 2007 by the National Council of Experts for Vocational and Technical Education, major differences still exist between formal education and training (which results in a national certificate or diploma), publicly accredited non-formal training courses and non-formal training without public accreditation. The following distinctions are made:

- Formal education and training: Must meet guidelines set out in legislation and is based on a self-evaluation model, though the use of external assessments, amongst other methods.
- Publicly accredited programmes: Must meet guidelines set out in legislation, as well as the accreditation of providers, granted by the Ministry of Education and Sport, combined with an element of self-evaluation.
- Non-formal training: Quality assurance is linked to public funding and often based on public tenders.

Overall, the education inspectorate is the responsibility of the National Inspectorate for Education and Sport, under the authority of the Ministry of Education and Sport. Higher Education is overseen by the Ministry of Higher Education, Science and Technology and quality assurance for adult learners comes under the responsibility of the Slovenian Institute for Adult Education, which has also developed a model of self-evaluation for adult education under the name Offering Quality Education to Adults.

A national vocational qualification

A national vocational qualification (NVQ) is a formally recognised work-related, competence-based qualification, which reflects the skills and knowledge needed to do a job effectively and shows that a candidate is competent in an area of work, or individual segments of work, within an area at a certain level of achievement, and as such, part of the national qualification framework.

An NVQ is shown by a public document – a certificate whose form and content are defined by the Minister of Labour.

The system of assessment and certification of NVQs in Slovenia is regulated by the National Professional Qualifications Act (Official Gazette of the Republic of Slovenia, Nos 81/2000, 55/2003, 118/2006, 1/2007) adopted by the Ministry of Labour, Family and Social Affairs. This Act regulates the procedure and the competent bodies, agencies and organisations for adopting catalogues of standards of professional knowledge and skills, and the conditions and procedures for obtaining NVQs.

Institutional frame:

- Ministry of Labour, Family and Social Affairs;
- Council of the Republic of Slovenia for Vocational and Professional Education;
- National Examinations Centre;
- National Institute for Vocational Education and Training;



- Slovenian Institute for Adult Education;
- providers of procedure for NVQ assessment and certification/accredited assessing bodies;
- Employment Service of Slovenia;
- chambers and responsible ministries.

Institute of the Republic of Slovenia for Vocational Education and Training (CPI) takes care for development and application guidelines for the field of vocational education and training (VET) which are being prepared at the state level of the Republic of Slovenia. In cooperation with EU institutions and accepted goals, they are building a common European VET cyberspace for the field of both formal and informal education. Their work is supported by the Government of the Republic of Slovenia as well as the Chamber of Commerce and Industry of Slovenia and the Chamber of Craft of Slovenia.

The National Examinations Centre performs the following tasks as determined by the National Professional Qualifications Act:

- is in charge of development of methodologies and procedures for assessment and certification of NVQs;
- organises the training of candidates as members of panels for assessment and certification;
- compiles a list of questions and tasks for assessment and certification of NVQs;
- develops the network for assessment and certification of NVQs;
- keeps a register of providers of procedures for assessment and certification of NVQs;
- issues licences to members of panels for assessment and certification;
- keeps records for which it is legally authorised;
- monitors the work of panels for assessment and certification;
- reports yearly to the Minister of Labour;
- performs other tasks in accordance with the corresponding Act and regulations.

The objectives of the system of certification:

- gives public validity to non-formal and informal education, training and learning;
- substitutes for low adaptability in the formal system of education;
- enhances lifelong learning through the public recognition of knowledge;
- enables swifter response to the demands of the labour market for individuals who have acquired a certificate.

Assessment and certification are carried out by a panel of three national vocational qualification (NVQ) assessors appointed by the National Examinations Centre on the accredited assessing body's request. NVQ assessors must hold licences issued by the National Examinations Centre. The manner in which direct assessment and certification of NVQs are carried out is determined by the Catalogue of Standards of Professional Knowledge and Skills.

Accredited assessing bodies: Assessment and certification procedures may be carried out by chambers, schools, adult-education organisations and business education centres as well as institutions, societies and other legal entities complying with material and staff conditions determined by the Catalogue of Standards.

An accredited assessing body must hold a written statement issued by the National Examinations Centre and has to be listed in the corresponding register at the Ministry of Labour, Family and Social Affairs.



NVQ can be directly assessed in one of the following manners:

- written assessment and interview;
- practical performance assessment and interview;
- written and practical performance assessment and interview;
- on-the-job observation and interview;
- role play and interview.

Assessment and certification of NVQ contain:

- portfolio assessment;
- practical performance assessment.

By portfolio assessment, NVQ assessor assesses the value of the portfolio and the proof of competences on the basis of several criteria: authenticity, topicality, relevance etc.

If the candidate for NVQ does not meet all conditions of the Catalogue of Standards of Professional Knowledge and Skills, the panel of NVQ assessors defines practical performance determined in the Catalogue (knowledge and skills not covered by the portfolio).

Example:

**ASSESSMENT AND CERTIFICATION OF NVQ 8150.002.5.1 PEDICURIST
PEDICURE VIDEO**

Criteria of assessment and certification of NVQ 8150.002.5.1 Pedicurist

- *Planning of, and preparation for, the task*
 1. *Personal preparation (video)*
 2. *Preparation and use of tools (video)*
 3. *Preparation of the client (video)*
- *II Performance of the task*
 1. *Removal of dead skin (video)*
 2. *Corn removal (video)*
 3. *Callus removal (video)*
 4. *Clipping and shaping toenails (video)*
 5. *Treatment of ingrown toenails (video)*
 6. *Performing relaxing foot massage (video)*
 7. *Cleaning and disinfecting tools after the pedicure (video)*
- *III Interview: three questions*

During the practical performance the panel of assessors keep a record of the assessment of NVQ and fill out the assessment form.

A national vocational qualification (NVQ) is a formally recognised competence required for practising the occupation on the basis of the national occupational standard.

In Slovenia, an NVQ can be acquired:

- by completing vocational or professional educational programmes or by completing modules as part of educational programmes;
- by assessment and accreditation of prior learning.



NVQs are intended for youth and adults who, besides traditionally established school-based programmes leading to the acquisition of vocational qualifications, seek other forms of knowledge certification.

NVQ candidates: An NVQ can be achieved by anyone at least 18 years of age.

By way of exception, an NVQ can be achieved by anyone younger than 18 not being an apprentice or a student but having adequate work experience.

NVQ assessors: The National Examinations Centre publishes the invitation for applications for NVQ assessors and verifies conditions for assessors from the corresponding Act and the Catalogue of Standards of Professional Knowledge and Skills.

Nominated assessors are directed to the training programme carried out by the Slovenian Institute for Adult Education.

If an assessor successfully completes the training, the National Examinations Centre issues a licence.

Institute of the Republic of Slovenia for Vocational Education and Training establish a **National Reference Point for Occupational Qualifications - Slovenia (NRP SLO)**.

The European Forum on Transparency of Vocational Qualifications formulated two recommendations with the purpose to enhance transparency:

- Establishing the system for the issue of certificate supplements in an official national language with the possibility of translation into one European language or more. The certificate supplement shall be based on the common European format.
- Setting up of a National Reference Point responsible for providing information on national occupational qualifications. The National Reference Point shall be a national partner in the European Network of Reference Points.

A National Reference Point in every EU Member State gives access to information on vocational education and training systems. National reference points are networked.

About NRP SLO

One of the biggest obstacles standing in the way of the people who would like to work or study in another European country is the non-recognition of their qualifications and competences. This problem is being aggravated by the fact that there is broad expansion of qualifications, different national systems of education and training are in place and they undergo constant changes.

The National Reference Point is the first point of contact when questions pertaining to national qualifications, certificates and certificate supplements arise. It is the access provider of relevant information, or to contact point with national institutions which hold the important information. The National Reference Point is also a national partner in the European Network of Reference Points with similar responsibilities.

Greater transparency of occupational qualifications and competences by 2010 constitutes one of the objectives pursued by the Copenhagen Declaration. The already developed tools and networks providing for transparency, such as the European CV, diploma supplement, etc. need to be integrated into the common strategy and framework, both at national and European levels.



The website of NRP SLO offers information on occupational qualifications in Slovenia. The following pieces of information are available:

- vocational education and training, as well as the certification system of accreditation of informally acquired competences (legal basis, key institutions in vocational education and training, and in the certification system, as well as their powers);
- occupation classification (nomenklatura) and national occupational standards forming a basis for acquiring national occupational qualifications, both through the formal education system and certification process;
- educational programmes in lower and upper secondary vocational education, as well as in secondary professional and higher professional education with all key elements;
- catalogues of standards of professional knowledge and skills constituting a basis for the certification, and bodies awarding occupational qualifications (accredited assessing agencies for occupational qualifications through the certification system, and agencies for publicly approved programmes in vocational education and training);
- assessment and accreditation procedures of national occupational qualifications.

A transparently structured system containing all important information on vocational education and training will contribute to greater transparency in this area at the national level. At the same time, it will enable international comparability of occupational qualifications, thereby promoting labour force mobility and facilitating Slovenia's integration into the EU. Thus, the National Reference Point is involved in the European network of national centres in other EU countries.

The mission of the National Reference Point is to cater for the needs of various target groups in Slovenia and abroad by providing information on national occupational qualifications.

The national occupational qualification is a formally recognized competence required for practising the occupation on the basis of the national occupational standard.

In Slovenia, the national occupational qualification can be acquired in the following ways:

- by completing the vocational or professional education programmes or by completing modules as parts of the educational programme;
- by assessment and accreditation of NOQ.

Educational programmes are drawn up and implemented in accordance with the Vocational and Professional Education Act (1996) falling within the sphere of responsibility of the Ministry of Education and Sport in cooperation with the social partners. The educational programme tentatively defines the path towards the acquisition of NOQ (subjects, number of lessons, theory-practice ratio, implementation regulations and standards).

The main stress is increasingly shifting towards learning achievements that are tested by way of a final examination or a secondary vocational school leaving examination (poklicna matura). The traditionally established school path leading to the acquisition of occupational qualifications is intended for the youth, but also for the adults. School certificates, however, are losing the role of the only guarantee that confirms the occupational competence of its holder. Certification models are being developed throughout Europe, above all as assessment and accreditation systems of informally acquired knowledge. While looking for methods to measure competence, the focus is increasingly moving towards the ability to mobilize knowledge, skills, habits and actions in order to perform work tasks in various circumstances.



Center of the Republic of Slovenia for Vocational Education is central to development and consulting institution in the field of vocational education and training in Slovenia. Among the fundamental tasks of the Centre include the preparation of expertise and methodological Platform, competence-based vocational standards, the development of modern modular vesicular-based educational programs and other activities that contribute to greater the quality of vocational and technical education and link education with field of work.

CHAPTER 3 ACCREDITATION OF NEW AWARDS

3.1 Accreditation Bodies

Accredited Assessing Bodies:

- propose the date and place of assessment and certification procedure for an NVQ to the National Examinations Centre;
- inform candidates of possibility and conditions for acquisition of an NVQ;
- offer advice to candidates (on how to prepare a portfolio);
- submit requests for members of panels to the National Examinations Centre;
- agree with members of panel about the date and place of portfolio assessment;
- inform candidates about the date, place and contents of their practical performance assessment;
- inform candidates about the results of their practical performance assessment;
- issue the certificate, if candidates fulfil all conditions from the Catalogue of Standards of Professional Knowledge and Skills;
- issue a written statement, if candidates do not fulfil all conditions from Catalogue of Standards of Professional Knowledge and Skills;
- keep records of candidates and issued certificates;
- report yearly to the National Examinations Centre.

3.2 Accreditation Process

Assessment and certification of national vocational qualifications (NVQ) are carried out by a three-member panel appointed by the National Examinations Centre. The panel consists of a chairperson and two members who must hold a licence issued by the National Examinations Centre.

How to obtain a licence:

A licence for a member of a panel for assessment and certification of NVQs can be obtained by anyone:

- having acquired a qualification which will be assessed as determined by the Catalogue of Standards of Professional Knowledge and Skills;
- having work experience within the profession during the last five years;
- having performed a training programme determined by a proposal of the relevant Council of Experts by the Minister.

Candidates for panel members can also obtain proof of qualification through direct assessment based on the Catalogue of Standards of Professional Knowledge and Skills determined by the Minister.

Based on public invitation for tenders at the National Examinations Centre, the Minister of Labour (or the Minister of Defence for military professions) appoints a list of panel members for each catalogue of standards of professional knowledge and skills separately. Members are appointed for a period of four years.

Procedure for obtaining a licence:

A candidate for a member of a panel for assessment and certification of a NVQ answers to public invitation for tenders and submits to the National Examinations Centre the following documents:

- an application for acquisition of a licence;
- documents of proof, as determined by the Catalogue of Standards of Professional Knowledge and Skills, for a vocational qualification in question;
- a statement declaring a panel member would step down if a clash of interest occurred;
- a receipt showing administrative fees have been paid (€47.54).

The National Examinations Centre:

- checks whether staff conditions, as determined by the Catalogue of Standards of Professional Knowledge and Skills, are met and whether documents of proof of work experience in the profession during the last five years have been submitted;
- refers candidates for a three-day training at the Slovenian Institute for Adult Education (after having completed the training, candidates pass an exam and send the certificate to the National Examinations Centre).

If all these criteria are met, the National Examinations Centre issues a licence for a panel member which is valid for four years, after which time it must be renewed.

Renewal of the validity of a licence

A licence for a member of a panel for assessment and certification of NVQ has to be renewed every four years. A member of a panel for assessment and certification of NVQs has to attend, or perform, one of the following activities at least once in the period before the licence expires:

- work in the profession;
- attend education and training in the profession;
- attend or give a lecture at a conference at home or a similar event at home and/or abroad;
- publish an article in a peer review, publication, book or monograph;
make a study visit abroad;
- be given an award by relevant institutions for achievement directly linked to standards of knowledge and skills from the area of vocational qualification for which he/she is a panel member.

As the Act defines that candidates for panel members have to have at least five years of work experience in the profession, it is necessary to attach to the application for the renewal of the licence, a document of proof confirming work experience of the past five years.

Members of a panel for assessment and certification of NVQ, subject to basic principles of ethical conduct and basic ethic values (outline – ethic principles of panel members), have to continually renew their professional competences, help define criteria for the assessment of individual tasks and analyse the reliability of assessment tools and improvement thereof.

The register of providers for assessment and certification of NVQs can only include inter-company training centres, schools, organisations for adult education and chambers carrying out training programmes which meet material and staff criteria as determined by the Catalogue of Standards of Professional Knowledge and Skills, as



well as other acts, if thus determined by special regulations.

For areas where conditions in organisations from the previous paragraph are not met and if the National Examinations Centre within the period of 30 days after the publication of the Catalogue of Standards of Professional Knowledge and Skills in the Official Gazette of the Republic of Slovenia does not receive an application for entry into the register, the National Examinations Centre selects a provider of procedures for the assessment and certification of NVQs based on public invitation for tenders.

Entry of providers into register of providers of assessment and certification of NVQ

An organisation wishing to become a provider of assessment and certification of NVQ sends to the National Examinations Centre the following documents:

- 1) Proposal for entry into register
- 2) Enclosures for entry into register:

- data on material conditions;
- a statement on meeting material conditions determined by the Catalogue of Standards of Professional Knowledge and Skills;
- a statement that material conditions, after entry into the register, shall not deteriorate or become inadequate;
- a certificate on the qualification of portfolio adviser;
- a statement that the provider shall provide portfolio guidance to candidates wishing to acquire vocational qualifications;
- a general act of the organisation from which it is evident which organisation unit will be responsible for performing the activity, and paragraphs, if it contains several organisation units;
- documents of proof of meeting material conditions from which it follows that material conditions for the qualification in question as determined by the Catalogue of Standards of Professional Knowledge and Skills are met;
- an estimate of the number of certificates issued per year;
- a statement whereby the records of issued certificates shall be kept in accordance with regulations and directives of the National Reference Point;
- the name of the person responsible for the performance of procedures of assessment and certification of national vocational qualifications.

An excerpt from the register of companies, not older than 30 days proving that the organisation wishing to become a provider is registered for the activity in question or other educational activity, is acquired by the National Examinations Centre.

If all criteria are met, the National Examinations Centre issues a decision on entry into register and enters the provider into register.

If not all criteria are met, the National Examinations Centre issues a decision by which it rejects entry into register. It is possible to appeal the decision within 15 days to the Ministry of Labour, Family and Social Affairs.

CHAPTER 4 REMARKS – CONCLUSIONS

4.1 Award Implementation Plan Considerations

The development of professional standards is modern answer to market's needs. They are becoming an interface and the link between the education system and the labor market and the economy. A faster economic development, especially the development of new technologies and services, leads to the development of new vocational qualifications. Occupations in the traditional sense no longer follow the dynamics of the labour market, and poorly reflect the complexity of the tasks that are constantly changing in the sphere of work. A professional standard is an instrument which quickly responds to labor market demands and requirements of modern ways of organizing work in companies.

The national vocational qualifications individual occurs via two pathways: the successful completion of the training program conducted by the school, and with the recognition and validation of knowledge acquired in other ways, namely by a licensed institutions. In Slovenia, unlike some other countries, is not recognized the full equivalence results of the two paths. For instant, individuals with school education obtain these qualifications as a professional qualification and education, meanwhile the recognition of non-formal knowledge obtained only professional qualification, but not education. In practice, however, remains controversial reluctance to otherwise certified professional qualifications for individuals who would like this qualification in the school system supplemented with basic and general knowledge, and thus get to a higher level of education.

The process begins with **the initiative for NOS** taken by the applicant in the prescribed form submitted to the National Institute for Vocational Education and Training (CPI). In initiatives is particularly important to provide information on **the labour market needs** and on the comparability of standards for the qualification in the EU and, if necessary, compliance with regulations and standards at EU level.

Usually, in **Slovenia the initiatives for new professional standards and catalogues are given by chambers, employers' associations, professional associations, NGOs, trade unions and relevant ministries**. It may occur that our proposition – international project partner's consortium will not be enough to get appropriate support from relevant sides.

If the Regional Committee for Professional Standards believes that the initiative is well founded, the experts, proposed by the relevant Sectoral Committee for Professional Standards with the methodological support of the CPI, prepare a proposal from **the profile of the profession**.

Later on, initiative is coordinated within the sector committees for professional standards in the CPI. Expert Council for Technical and Vocational Education and then Minister of Labour, Family, Social Affairs and Equal Opportunities proposes a professional standard in the adoption and publication on the National Information Centre (NRP).

Professional standards and catalogues must be prepared in accordance with the methodology specified by the competent expert council on a proposal from sectoral committees for professional standards. Methodological support in the preparation of professional standards and catalogues is offered by Centre for Vocational Education.

Accepted catalogues are publicly recognized and published in Orders and Regulations on Occupational Standards and are also available on the website of the National Information Centre for Vocational Qualifications. Sometimes on the basis of one or more occupational standards is develop an educational program for secondary vocational and secondary and higher vocational education.

Additional consider is not to **obtain a licence for a member of a panel for assessment and certification of NVQs** where are requested a qualification which will be assessed as determined by the Catalogue of Standards of Professional Knowledge and Skills; work experience within the profession during the last five years; performed a training programme determined by a proposal of the relevant Council of Experts by the Minister.



ANNEXES

Leaflet on Assessment and Certification Procedures for National Vocational Qualifications in Slovenia

