



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Slovenia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Slovenia

Name(s) of the responsible BFUG member(s)

Mišela Mavrič

Email address of the responsible BFUG member(s)

misela.mavric@gov.si

Contributors to the report:

• Government representatives "Mišela Mavrič, Higher Education Directorate"

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) "NAKVIS (Slovenian Quality Assurance Agency for Higher Education), Slovene Human Resources Development and Scholarship Fund "

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

The Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011, in the introductory part exposes the demographic trends for Slovenia, stating that the number of nineteen-year-olds will decrease by the year 2020 for 20% compared to the year 2010. Considering the mentioned trend, Slovenia will facilitate wide access to tertiary education and study to all who have an interest and are capable of studying and will provide basic conditions for successful completion of studies in the coming decade.

Internationalisation is also considered important for the demographic projections of Slovenia.

Due to the previously mentioned demographic forecast, the higher education policy supports the following initiatives:

1. Conditions for a richer offer of lifelong learning at the tertiary level will be facilitated through upgrading procedures for accreditation of study programmes, through encouragement of flexible teaching paths as well as through the public's open access to objective information on providers of higher education in Slovenia.
2. A more equitable system for a no-fee study for students will be established and will be used for a specific number of years. In the light of lifelong learning, all nationals will be provided with an opportunity to exercise their rights to do so, regardless of the period of life in which they decide to study.
4. Part-time studies will be only an adapted form of the regular study programme, which will be executed on a smaller scale compared to full-time studies.
5. Intensive internationalisation of HE will take place and will make Slovenia an attractive destination for foreign students and professionals for both higher education studies and pedagogical, research and professional work.

The goals relevant for demographic trends are as follows:

- Share of population between 30 and 34 years with a tertiary education will be at least 40% by 2020.
- In 2020, the Gross Enrolment Ratio of the population from 19 to 24 years in tertiary education will be 75%.
- In 2020, 20% of all students in tertiary education will be over 29 years old.
- By 2020 there will be 10 % of foreign students in Slovenia for the whole period of study.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
 Higher education institutions other than universities

I.2.1. Please specify

According to the HE Act, faculties and academies of art which are not public higher education institutions and higher vocational colleges may be established as independent higher education institutions and shall be legal entities.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
- None of the above

I.3.1. What is the number of institutions in the categories identified?

Public HEIs:

- University of Ljubljana (26 HEIs)
- University of Maribor (17 HEIs)
- University of Primorska (6 HEIs)
- 1 independent HEI

Private HEIs:

- University of Nova Gorica (6 HEIs)
- Euro-Mediterranean University
- 38 independent HEIs

In the National Register of HEIs and Programmes there is a total of 840 study programmes listed, of which 709 public study programmes and 131 private.

Within the first cycle study programmes, 118 are »professional« and 231 are »academic«.

397 are second cycle study programmes and 94 are third cycle study programmes.

Source: Ministry of Higher Education and Sport

I.4. Comments

According to the HE Act, there is only "programme diversification" in the first cycle studies. Activities that enable HEIs to provide comparable standards of quality (for example conditions and criteria for accreditation) are regulated within the same legal frame for both private and public higher education institutions.

Private HEIs can receive public financial resources (called "concession"). Concessions enable private HEIs to offer publicly financed full-time study programmes without tuition fees for students.

Altogether, the Slovenian government gives concession to 30 study programmes in the first and second study cycle.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "92"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "8"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "0"

I5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "87"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "13"

I6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "0"

I6.1. Please specify

I7. Please note that short cycle programmes are treated in a separate section below.

I8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I9.1. In which study fields do these study programmes exist?

I9.2. What is the typical duration of these degree programmes outside the Bologna model?

I9.3. What percentage of first cycle students is enrolled in these programmes?

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "12"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "86"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "2"

I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

No other duration.

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "5"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "74"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "21"

I11.1. Please specify

As 86% of the second cycle programmes are of 120 ECTS, they enroll the majority of students.

I12. Do integrated/long programmes leading to a second cycle degree exist?

Yes

I12.1. Is the duration of the above programmes calculated in...

ECTS credits (or other credits)

I12.2. What is the typical duration of these degree programmes?

The length of the Uniform Master programmes in the field of pharmacy, theology, pedagogical mathematics is 300 ECTS and is regulated by the HE Act. Degree programmes in the field of medicine, dental medicine and veterinary sciences consist of 360 ECTS.

I12.3. In which study fields do these study programmes exist?

Uniform Master study programmes may be formed only (1.) if they are educating for professions regulated by EU directives, (2.) exceptionally for other professions in the Republic of Slovenia, if stipulated by a special regulation.

In Slovenia, these programmes exist in following study fields:

- medicine,

- dental medicine,
- pharmacy,
- veterinary sciences,
- theology,
- pedagogical mathematics.

Source: Ministry of Higher Education and Sport

L12.4. What percentage of first cycle students is enrolled in these programmes?

These programmes are second cycle study programmes and they enroll 21% of second cycle students. This represents 3% of first and second cycle students together.

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

The minimum duration is 5 academic years or 300 ECTS within the same field, based on the provisions of the HE Act.

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

HE Act

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

Data refer to first cycle graduates who completed their studies in the period between October 2012 – September 2013 and enrolled in second cycle studies in the academic year 2013/14.

L17.1. Please provide a source for this information.

eVS, the national information system

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

According to the HE Act, Masters study programmes may also require special talents or psychophysical abilities as an enrolment condition.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

According to the HE Act, additional study requirements in the range of 10 to 60 credit points can be requested for students who finished 1st cycle study programmes in a different study field. Candidates can complete them by passing exams prior to the enrolment in the Master study programme. Those areas of expertise and study obligations shall be determined by the Master study programme.

According to the HE Act, additional study requirements in the range of 10 to 60 credit points can be requested for students who finished 1st study cycle programmes in a different study field. Candidates can complete them during the first level study or through further training courses.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

HE Act

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

6.4000000000

L20.1. Please provide a source for this information.

eVŠ, the national information system

Data refer to second cycle graduates who completed their studies in the period of October 2012– September 2013 and enrolled in third cycle studies in the academic year 2013/14.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

HE Act

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

In Slovenia, the University of Ljubljana and the University of Nova Gorica have organized doctoral schools so far. Their main task is to maintain standards for doctoral studies across the disciplines through regulations and codes of good practice. Additionally, doctoral schools provide a range of support services, suggest proposals of strategic nature, assemble generic courses and coordinate international cooperation. They as well provide a large possibility of choices and interdisciplinarity in developing individual PhD study programmes. Moreover, based on the European Credit Transfer System (ECTS), they enable students to select the most appropriate courses for their research orientations. In general, all doctoral study programmes closely collaborate with research laboratories, centres and institutes.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

51-75%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "3 academic years or 180 ECTS"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3 to 4 academic years"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

Yes

L28.1. Please specify

What are the names of such degrees? "Magister znanosti"

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? "at least 3 academic years"

L28.1. Please specify

What is the purpose/function of those degrees? "Magister znanosti (Master of Science) study programmes are former/discontinued study programmes (implemented before the year 2004) and are being out-phased (the last students will complete it by 2015). Regarding the length of these programmes, which is at least 3 academic years (a mandatory part is research - basic or applied- for at least one academic year), the current HE Act equalizes the MSc qualification with the third cycle study programmes qualification."

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

The Slovenian Qualifications Framework (SQF- adopted by the interministerial working group in 2013), as the basis for the Law on the Slovenian Qualifications Framework (in the final stage of adoption), includes doctoral study programmes in the general study structure and framework. Thus, all doctoral study programmes are accredited and described with learning outcomes. <http://www.nok.si/en/nep-ef.aspx>

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Diploma o višji strokovni izobrazbi

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

Each higher education programme specifies its own measures and conditions regarding gained credits and regarding the continuation of studies of graduates of short cycle study programmes on 1st cycle programmes. The criteria are predetermined within the public Call for enrolment in HE programmes. Common criteria are related to equal or similar study fields.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

In the Resolution on the National Higher Education Programme 2011-2020, student-centred measures are predicted, especially in preparing and conducting study programmes taking into account:

- the results of learning outcomes,
- the evaluation of study programmes,
- improved teaching and learning methods,
- improvement of the learning environment and staff support in pedagogy and didactics,
- improvement of student/ teacher ratio and
- better equipment and ICT support etc.

Pedagogical developmental centres are planned to be established at university level to offer learning and teaching support for students and staff as well as for research in the area of learning. The document also predicts encouragement of HEIs to focus on students and on learning outcomes, which will require the development of new teaching approaches and methods in the preparation and

execution of study programmes. Thus, the programmes will become more flexible and more interdisciplinary.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer
- Other** 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning** 0 1 2 3 4 5 No answer
- Learning in small groups** 0 1 2 3 4 5 No answer
- Training in teaching for staff** 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes** 0 1 2 3 4 5 No answer
- Recognition of prior learning** 0 1 2 3 4 5 No answer
- Learning outcomes** 0 1 2 3 4 5 No answer
- Student/staff ratio** 0 1 2 3 4 5 No answer
- Student evaluation of teaching** 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011

<http://www.uradni-list.si/1/content?id=103885>

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions** 100 % 76-99 % 51-75 % 1-50 % 0 % No answer
- Percentage of programmes** 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

25-30 hours of work load constitute 1 ECTS credit

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The national policy encourages the use of learning outcomes through accreditation requirements and through the rules and procedures in the external accreditation processes. The intended learning outcomes are a compulsory part of every accredited study programme in all cycles. The link with employability has to be visible through co-operation with the labour market partners, which additionally stimulates the HE institutions to include considerations of geared higher education study programmes not only towards research, but also towards competences, skills and knowledge, needed in the labour market.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory** Yes, for all academic staff Yes, for some academic staff No No answer
Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

n/a

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Source: Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes
<http://test.nakvis.si/en-gb/content/details/10>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

The diploma supplements are issued in Slovene and in one of the official languages of the European Union.

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Higher Education Act
Article 33.b

(Joint Study Programmes)

Joint study programmes, are study programmes meant to acquire education, which are adopted and implemented by a higher education institution with one or several other higher education institutions from the Republic of Slovenia or from abroad.

For joint study programmes, in addition to this Act, higher education institutions shall as well observe the measures to form and adopt joint study programmes adopted by the Slovenian Quality Assurance Agency for Higher Education.

Anyone who passes all obligations to acquire education according to the joint study programme shall be awarded a joint diploma in which all higher education institutions that participate in the implementation of the study programme are listed. The joint diploma is a public document. The content and form of the joint diploma and diploma supplement shall be determined by the participating higher education institutions.

L56. Does higher education legislation explicitly allow:

Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer

Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

Participate in joint programmes 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...with a joint degree >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

...from a joint programme >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "23.26"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "60.46"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "16.28"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

In Slovenia, the joint degree study programmes are evenly distributed across all study fields. They amount to a total of 43 joint degree study programmes, among which 15 are shared with foreign higher education institutions.

These joint study programmes are offered by the following faculties of Slovene universities:

- Faculty of Administration (3)
- Biotechnical Faculty
- Faculty of Medicine
- Faculty of Social Sciences (2)

- Faculty of Arts (6)
- Faculty of Social Work
- Faculty of Economics (2)
- Faculty of Humanities
- Faculty of Education
- Faculty of Computer and Information Science

Source: Ministry of Education, Science and Sport.

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

5: Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders
Slovenian referencing report of the NQF to the EQF and QF EHEA was presented to the EQF AG end of May 2013. According to the comments of the group the final version of the report is expected to be prepared in 2014.
NQF as prepared in 2011 and referenced to the EQF in 2013 can be seen at the NQF webpage: www.nok.si

In 2014 the NQF law proposal has been prepared.

L62.1. Please provide the date when the step was completed.

07-31-2012

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

L62.3. Please provide the link to the website:

www.nok.si

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

www.nok.si

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

www.nok.si

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice
ENIC-NARIC advice is optional (when needed)

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Central (or regional) government authority (e.g. ministry) whose decision is made based on ENIC/NARIC centre advice
In addition, national ENIC/NARIC centre also gives assessment of education for the purpose of employment and advice in cases of regulated professions when responsible ministries need an advice. In case of some regulated professions social partner organisations are also involved.

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Assessment and Recognition of Education Act

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Measures to ensure the implementation :
- through the procedures of the assessment of qualifications and
- through national legislation which is in line with the "Convention on the Recognition of Qualifications concerning Higher Education in the European Region, 1997".

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

According to the national legislation concerning recognition of foreign education, foreign qualifications undergo the process of recognition before they are considered in the admission procedure. The admission procedure itself is considered in the same way as the national qualification in the national context.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

According to the national legislation concerning recognition of foreign education, foreign qualifications undergo the process of recognition before they are considered in the admission procedure. The admission procedure itself is considered in the same way as the national qualification in the national context.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

According to the national legislation concerning recognition of foreign education, foreign qualifications undergo the process of recognition before they are considered in the admission procedure. The admission procedure itself is considered in the same way as the national qualification in the national context.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

Recognition decisions concerning first cycle higher education (for secondary education qualifications) are made in some universities at central level – on the basis on institutional agreement while recognition decisions concerning second and third cycle higher education are made in faculties/departments (for qualifications obtained in higher education).

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

The responsibility for fair recognition lies with the HEIs.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

If the (re)accreditation is not successful an institution/a programme can not get public funds for its operation/implementation.

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

Some reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations ?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Teaching:

The HEIs shall have an established staff structure which corresponds in terms of size and quality to the scholarly, research, artistic or professional work connected with fields of study or study programmes as well as effective and transparent procedures for appointment to positions and to the structure of fields. The HEI shall constantly include the results of scholarly, research, artistic or educational professional work, in accordance with the strategy of the higher education institution. It shall constantly renovate and update learning contents in accordance with the results of scholarly, research, artistic or professional work which is assessed by quality criteria and shall constantly compare planned and achieved students learning outcomes as well as competencies of graduates and

modernize the implementation of study programmes.

Student support services:

Competences, functions and duties of management, staff and students in management bodies of the HEI shall be clearly defined. Students shall participate in decision-making in all management bodies of the institution.

Student enrolment shall be coordinated with the needs of the relevant environment. Students shall be included in the scholarly, research, artistic or professional activities of the institution by linking them with programme groups and project groups and including them in the on-going work of these groups.

The HEI shall be responsible towards students in the regular monitoring of their progress through the study programme, the length of their studies as well as through the design and implementation of measures in the case of an insufficient progress rate. It should help in the organised acquisition of knowledge and skills at other higher education institutions, including internally, nationally and internationally supported mobility as well as including recognition of knowledge and skills acquired at other higher education institutions. Advisory services shall be connected with enrolment and other relevant sources of information applying to studies, e.g. career advisory centres, informing students about graduate employment outcomes.

The structure and number of support staff (i.e. professional, administrative and technical staff) that ensures quality support to the provision of study programmes should be sufficient and shall be employed at the institution.

Lifelong Learning Provision:

The HEI shall facilitate continuing education of its students and graduates.

Research:

Study programmes of HEI shall be oriented towards research which is connected to the active and high-quality scholarly, research and artistic environment and which enable students to gain relevant competencies and to take part in research and other professional projects.

The HEI shall operate in the fields for which it was founded and which it demonstrates by means of scholarly, research, artistic or professional work in the context of programmes and projects. It shall have a suitably organised implementation of these programmes and projects, and shall publish the achievements of its work in a manner to which the profession accords scholarly, research, artistic or professional relevance. It shall as well established scholarly, research, artistic or professional cooperation with other higher education institutions, institutes or other organisations.

Employability:

The HEI shall be connected with the development of the immediate and broader environments and has to have a proven dialogue with these environments, in particular with its graduates. The HEI should stay informed on the employment status of their graduates and monitor their competitiveness on the labour market, monitor learning outcomes and acquired competencies which would facilitate the employment and continuing education of its students and graduates as well as their inclusion in social processes and public life.

Internal Quality Assurance/Management system:

The HEI shall have an enhanced, formalised and publicly accessible strategy, procedures and measures. It shall develop and regularly use formal tools to ensure the system of quality, to monitor achievements in the provision of study programmes, to monitor learning outcomes of students and the evaluation of relevant stakeholders.

The HEI shall regularly carry out self-evaluation, which shall sum up in the formulation of proposals for improvements. The self-evaluation shall include all stages: evaluation of teaching (provided by students and other relevant stakeholders from the environment), evaluation of all activities, evaluation of the sufficiency and diversity of resources from the national and international environments as well as evaluation of the financial efficiency. Documentation of the development of the higher education institution should be looked at in connection with the development of the relevant environment. Documentation of weaknesses and errors shall be drafted as well as analysis of achievements and assessment of the quality of all activities of the higher education institution.

The HEI shall regularly organize presentations and discussions on the results of self-evaluation reports or of other documented findings of the self-evaluation in all its management bodies. That should be done to enable an autonomous and responsible management of activities and for the proper functioning of the higher education institution as well as for the provision and development of high quality study programmes.

Positioning of HEI in the environment:

The HEI shall have (and publish) a clear mission and development strategy containing a definition of its role in the economic, social and cultural development of the immediate and broader environment, in particular by identifying the effects that the activity of the higher education institution will have on the environment and the rational use of public resources.

The HEI shall have established constant connections and cooperation of its staff, students and other stakeholders with the environment as well as connection and dialogue with the immediate and broader environments (in particular with its graduates).

Material conditions:

A HEI shall demonstrate quality material conditions for the implementation of all activities of the institution (scholarly, research, artistic or professional work) and of other support activities. It shall regularly prepare plans for the provision of financial, material and other resources (investments) necessary for the operation of the HEI and verify their implementation. Material conditions also include premises, equipment, library and information activity wherefore premises and equipment shall be suitable for students with special needs.

Admission processes, student progression, drop-out and completion records are regularly checked.

The above criteria are assembled in "Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes"

<http://test.nakvis.si/en-GB/Content/Details/10>

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

II.11.2. Please specify

QA agency must be internationally recognised.

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer

In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

Formal requirements for development of the internal quality assurance system are defined by the national law on higher education and more specifically by the regulations of the Slovenian Quality Assurance Agency for Higher Education (external evaluations and reaccreditations of HE institutions and their programmes).

1. Higher Education Act – Article 80

http://www.mvzt.gov.si/si/zakonodaja_in_dokumenti/veljavni_predpisi/visoko_solstvo/zakon_o_visokem_solstvu/

The quality of higher education institutions, study programmes and research, artistic and professional work is assessed by higher education institutions (self-evaluation) and by the agency (external evaluation). The findings from the self-evaluation reports and external evaluation reports are taken into account when renewing the accreditation for higher education institutions and their curricula.

2. Rules and regulations on accreditation in Slovenian HE, adopted by the Slovenian Quality Assurance Agency for Higher Education Article 14: quality assurance

<http://www.nakvis.si/>

A higher education institution in the process of being established shall have a developed quality assurance strategy and a plan for the organisation of the quality system, as follows:

- through observance of these criteria and European standards and the defined mission and vision;
- through a quality manual from which it is evident that the higher education institution will, on an ongoing basis, monitor and improve the quality, competitiveness and efficiency of its activity, both its educational work and its scholarly, research, artistic and professional work;
- through the planning of periodic self-evaluations;
- through regular collection and analysis of data on the learning outcomes of students and overall education and other related activities;
- through identification of weaknesses in the implementation of activities and deviations from planned activities and achievements;
- through inclusion of all staff, students and other relevant stakeholders in performance quality assessment.

Internal QA systems are often defined through self-evaluation, which is carried out by the higher education institution itself for the purpose of evaluating achievements (review, analyses) and preparation and implementation of measures for the further development of its activities.

IL21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

IL21.1. Please specify

IL22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

IL22.1. Please specify

IL23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

IL23.1. Please specify

IL24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

IL24.1. Please specify

IL25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

IL26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

IL26.1. Please describe what kind of arrangements are in place.

IL27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

IL28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

IL29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

IL29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

Benchmarks:

- At least 40% of the population between 30 and 34 years of age will have completed tertiary education by 2020.
- The Gross Enrolment Ratio in tertiary education of the population between 19 to 24 years of age will be 75% by 2020.
- 20% of all students in tertiary education will be over 29 years old by 2020.

Measure 44: Including under-represented groups of population in tertiary education

– An analysis regarding the structure of the student body will be undertaken with the intention of determining the representation of individual groups of the population and identifying less represented groups in higher education. Following the analysis of the structure of the student body and the identification of less represented groups of the population, incentives for additional support for the inclusion of these groups in higher education will be formulated. An additional 1.5 million euros per year will be allocated for this purpose. Higher education institutions and higher vocational colleges will be encouraged to develop ways of attracting and including less represented groups of the population and assisting them in the completion of studies. Funds for this activity will be available within the framework of the new developmental part of the budget.

– Funding of the measure: a sum of 50,000 euros for the research analyses and additional funds for the support of inclusion of the identified groups will be allocated from the new development part of the budget.

Source: Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Regarding students entering HE see question no. 1!

Regarding students completing HE, the following strategic benchmark has been set:

The percentage of students who enrol in higher education institutions and do not graduate will be lowered by two thirds by 2020; currently it amounts to 35%.

Source: Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Since the academic year 2012/13 Slovenia has a national data base on individual data of all students enrolled in Higher education institutions in Slovenia – the information system is called 'eVŠ' (in translation eHE – e-Higher Education). HEIs are obliged to provide all data on enrolment and changes on daily basis. The system is also used by institutions responsible for the distribution of social benefits (dormitories, scholarships, subsidised nutrition, transport).

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="checkbox" value="1"/>
Disability:During HE studies	<input type="checkbox" value="1"/>
Disability:At graduation	<input type="checkbox" value="0"/>
Disability:After graduation	<input type="checkbox" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="checkbox" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="checkbox" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="checkbox" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="checkbox" value="0"/>
Age:At entry to HE	<input type="checkbox" value="1"/>
Age:During HE studies	<input type="checkbox" value="1"/>
Age:At graduation	<input type="checkbox" value="1"/>
Age:After graduation	<input type="checkbox" value="1"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="checkbox" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="checkbox" value="1"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="checkbox" value="1"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="checkbox" value="1"/>
Socio-economic background:At entry to HE	<input type="checkbox" value="0"/>
Socio-economic background:During HE studies	<input type="checkbox" value="0"/>
Socio-economic background:At graduation	<input type="checkbox" value="0"/>
Socio-economic background:After graduation	<input type="checkbox" value="0"/>
Gender:At entry to HE	<input type="checkbox" value="1"/>
Gender:During HE studies	<input type="checkbox" value="1"/>
Gender:At graduation	<input type="checkbox" value="1"/>
Gender:After graduation	<input type="checkbox" value="1"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="checkbox" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="checkbox" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="checkbox" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="checkbox" value="0"/>
Religion:At entry to HE	<input type="checkbox" value="0"/>
Religion:During HE studies	<input type="checkbox" value="0"/>
Religion:At graduation	<input type="checkbox" value="0"/>
Religion:After graduation	<input type="checkbox" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="checkbox" value="0"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="checkbox" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="checkbox" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="checkbox" value="0"/>
Other characteristics:At entry to HE	<input type="checkbox" value="1"/>
Other characteristics:During HE studies	<input type="checkbox" value="1"/>
Other characteristics:At graduation	<input type="checkbox" value="1"/>
Other characteristics:After graduation	<input type="checkbox" value="1"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="checkbox" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="checkbox" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="checkbox" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="checkbox" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:**III.4.2. Please specify which other student characteristics are taken into account in the monitoring:**

Other criteria include data on students that are collected according to the Higher Education Act, for example: residence, place of study, higher education certificates obtained prior to enrolment in the current study programme, nationality.

III.4.3. Comments**III.5. Please specify who monitors the composition of the student body**

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="0"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="1"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="1"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

According to the Personal Data Protection Act some of above stated data is considered as sensitive personal data. Processing of this type of data is subject to more severe regulations. Sensitive personal data is data on racial, national or ethnic origin, political, religious or philosophical beliefs, trade-union membership, health status, sexual orientation, inscription in or removal from criminal record or records of minor offences that are kept on the basis of a statute that regulates minor offences (hereinafter: minor offence records); biometric characteristics are also sensitive personal data if their use makes it possible to identify an individual in connection with any of the aforementioned circumstances. The labour market status is not considered as one of the criteria for enrolment and as such cannot be collected by HEIs. However, efforts are made at the national level to establish systematic monitoring of these data. The precondition for this type of monitoring was established in 2012 (national data base on student body).

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Data is made publicly available by the Statistical office of the Republic of Slovenia (<http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>). In future more detailed data will be made available on the national web page on higher education (<http://portal.evgs.gov.si/>).

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The number of postgraduate students has increased in the past 10 years, so did, consequently, the number of doctorates. Due to the demography, the number of undergraduate students is decreasing. The increased enrolment since the 1990s and the consequent increase in the number of graduates, as well as the lack of employment opportunities in recent years, caused the increase of graduates' unemployment.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted

- to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

The HE Act dictates that, in the case of university study programmes, anyone who has successfully completed the matura examinations, the final examination (completed before 1 June 1995) or the vocational matura may enrol. In higher professional colleges, the admission requirements are that candidates have successfully completed the matura examinations, the vocational matura examinations, the final examination following four years of high school or equivalent. The requirements are determined in more detail in accordance to the individual study programme. To apply to certain study programmes, especially those in the artistic fields, architecture, and sports, it is necessary to successfully complete a test of talent (for example, in art or music) or of psychophysical ability. Art academies may determine, within their study programmes, that students who do not fulfil the general requirements for admission may be admitted if they are extraordinarily artistically gifted.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities
- Level of achievement in standard entry requirements:HEIs other than universities
- Entry examinations for all programmes:Universities
- Entry examinations for all programmes:HEIs other than universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities
- Other:Universities
- Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Splošna matura (general matura) "

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Poklicna matura (professional matura)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Zaključni izpit (final examination) "

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Izjemna umetniška nadarjenost (outstanding artistic talent)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "n/a"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Route 2 and 3: to professional study programmes
Route 4: to art academies

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	55.7
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	42.9
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	1.4
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	
{III_11_SQ004}:Official data based on central level monitoring, including surveys	
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	x
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

VPIS UL <http://www.vpis.uni-lj.si> (Analiza ...)

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

The matura course is a special bridging one year programmes targeted at adults:

- who have left the general upper secondary education early (have completed at least three years and had one year break in education) or
- have completed the upper secondary technical or vocational education or
- have completed basic schooling and have passed the knowledge testing at the level of the third year of general upper secondary education.

The matura course programme offers systematic preparation for the matura exam. Upon the conclusion of the matura course students can apply and pass the matura exam, which opens up access to HE (the matura exam is also open to citizens without prior attendance of the matura course, providing that they are aged 21 or over).

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

III.23.1. Please specify how this objective is defined:

Documents are referring to the improvement of completion rates and to the shortening of the time needed to finish studies.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

III.24.1. Please describe the targets:

The percentage of students who enrol in higher education institutions and do not graduate will be lowered by two thirds by 2020; currently it amounts to 35%.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

Students who receive merit-based or needs-based scholarships must progress in their studies regularly in order to keep the scholarship in the following academic year.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

http://www.mdds.gov.si/si/delovna_podrocja/trg_dcla_in_zaposlovanje/stipendije/

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

The variable part of the basic financing of HEIs takes into account their:

- efficiency,
- promotion of students from year 1 to year 2,
- international cooperation.

The efficiency indicator takes into account the difference between the ratio of graduate students in the previous year and the sum of the students who enrolled for the first time in their first year of a study programme before the number of years equal to the length of that study programme, plus one year, and the ratio of the number of graduate students in the year before the previous one and the sum of students who enrolled for the first time in their first year of a study programme before the number of years equal to the length of that programme, plus one year. This includes the study programmes of the first and second cycle, and the students and graduate students of full-time study.

The indicator of the promotion of students from Year 1 to 2 is the variation in the promotion of fulltime students from Year 1 to 2 in study programmes of the first and second cycle between the current and previous academic years.

This part of a funding formula is applied only if additional, so called developmental funds are available. Currently such funds are not available.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

The Decree on budgetary financing of higher education institutions and other institutions, OJ RS, No. 7/2011, 64/2012, 12/2013

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes ▼

III.29.1. Please provide details:

Such mechanism and incentives exist at the institutional level.

III.29.2. Please also provide the full reference(s) to all relevant document(s).

n/a

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▼

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▼

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

- Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes, most recent available year:Year
- Drop-out in first year of 1st cycle programmes, most recent available year:not available
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available
- Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes, most recent available year:Year
- Drop-out in 1st cycle programmes, most recent available year:not available
- Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 1st cycle programmes 5 years earlier:Year
- Drop-out in 1st cycle programmes 5 years earlier:not available
- Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes, most recent available year:Year
- Drop-out in 2nd cycle programmes, most recent available year:not available
- Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring
- Drop-out in 2nd cycle programmes 5 years earlier:Year
- Drop-out in 2nd cycle programmes 5 years earlier:not available
- Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles, most recent available year:Year
- Drop-out in programmes not divided into two cycles, most recent available year:not available
- Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles 5 years earlier :Year
- Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge

- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "policy documents"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

The increasing number of HEIs organise special introductory courses for prospective students prior to the beginning of the academic year to upgrade their secondary education knowledge and familiarise them with demands of study programme.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

Career guidance services in higher education institutions were established and further developed with the co-financing from the European Social Fund.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Operational Programme for Human resources Development for the Period 2007-2013 http://www.eu-skladi.si/other/operational-programmes/op-rv_eng

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

Career guidance services in higher education institutions, referred to in previous question are paying special attention to students with special needs. Several specific activities (workshops and similar) are being organised for this target group.

III.48.2. Please also provide the full reference(s) to relevant document(s):

Operational Programme for Human resources Development for the Period 2007-2013 http://www.eu-skladi.si/other/operational-programmes/op-rv_eng

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 2.580
1st cycle:Minimum amount 1.800
1st cycle:Maximum amount 8.020
2nd cycle:Most common amount 3.000
2nd cycle:Minimum amount 2.000
2nd cycle:Maximum amount 12.400

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
Foreign (non-EU) students

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 2.580
1st cycle international students:Minimum amount 1.800
1st cycle international students:Maximum amount 8.020
2nd cycle international students:Most common amount 3.000
2nd cycle international students:Minimum amount 2.000
2nd cycle international students:Maximum amount 12.400

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

In this section special scholarships for degree study abroad under the Ad Futura programmes are not included (see point 7.2. within the Chapter "Internationalisation and mobility").

State scholarships – monthly need-based scholarships

Zois scholarships – monthly merit-based scholarships

Scholarships for deficit programmes - monthly scholarships awarded based on the programme/level of study; eligible programmes are defined by the national Scholarship Policy, adopted by the Government of the Republic of Slovenia for a five year period

Sports scholarships – awarded by the Olympic committee of Slovenia to prospective athletes in various disciplines

Scholarships for studies in culture and arts – offered by the Ministry of culture to students of various arts (fine arts, music, performing arts), culture and related fields.

Although corporate scholarships are offered by the business sector, organizations can get state subsidies of 50% to 70% of the scholarship, thus increasing their numbers and amounts.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

All scholarships listed above can be as well awarded for study abroad.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 31,02

% of students receiving grants:Second cycle 24,48

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1 ▼

Citizenship:Grant 2 ▼

Citizenship:Grant 3 ▼

Citizenship:Grant 4 ▼

Residency:Grant 1 ▼

Residency:Grant 2 ▼

Residency:Grant 3 ▼

Residency:Grant 4 ▼

Recognised HEIs/programmes only:Grant 1 ▼

Recognised HEIs/programmes only:Grant 2 ▼

Recognised HEIs/programmes only:Grant 3 ▼

Recognised HEIs/programmes only:Grant 4 ▼

Course load (e.g. full-time):Grant 1 ▼

Course load (e.g. full-time):Grant 2 ▼

Course load (e.g. full-time):Grant 3 ▼

Course load (e.g. full-time):Grant 4 ▼

Only certain countries:Grant 1 ▼

Only certain countries:Grant 2 ▼

Only certain countries:Grant 3 ▼

Only certain countries:Grant 4 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 1 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 2 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 3 ▼

Only certain study programmes (e.g. where mobility is mandatory):Grant 4 ▼

Equivalency condition:Grant 1 ▼

Equivalency condition:Grant 2 ▼

Equivalency condition:Grant 3 ▼

Equivalency condition:Grant 4 ▼

Programme not available in the national system:Grant 1 ▼

Programme not available in the national system:Grant 2 ▼

Programme not available in the national system:Grant 3 ▼

Programme not available in the national system:Grant 4 ▼

Other:Grant 1 ▼

Other:Grant 2 ▼

Other:Grant 3 ▼

Other:Grant 4 ▼

IV.16.1. If there is more than one type of grant, please specify:

Same requirement for all types of grant, possible exceptions for the scholarships for studies in culture and arts.

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

There are no such loans available at this point neither for study in Slovenia nor abroad, but research is done towards the possibility of establishing them in the future.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▼

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle credit mobility:Travel costs	0 ▼
1st cycle credit mobility:Living cost difference	1 ▼
1st cycle credit mobility:Language courses	0 ▼
1st cycle credit mobility:Other	0 ▼
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle credit mobility:Travel costs	0 ▼
2nd cycle credit mobility:Living cost difference	1 ▼
2nd cycle credit mobility:Language courses	0 ▼
2nd cycle credit mobility:Other	0 ▼
1st cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle degree mobility:Travel costs	0 ▼
1st cycle degree mobility:Living cost difference	1 ▼
1st cycle degree mobility:Language courses	0 ▼
1st cycle degree mobility:Other	0 ▼
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle degree mobility:Travel costs	0 ▼
2nd cycle degree mobility:Living cost difference	1 ▼
2nd cycle degree mobility:Language courses	0 ▼
2nd cycle degree mobility:Other	0 ▼

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle credit mobility:Travel costs	0 ▼
1st cycle credit mobility:Living cost difference	0 ▼
1st cycle credit mobility:Language courses	0 ▼
1st cycle credit mobility:Other	1 ▼
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle credit mobility:Travel costs	0 ▼
2nd cycle credit mobility:Living cost difference	0 ▼
2nd cycle credit mobility:Language courses	0 ▼
2nd cycle credit mobility:Other	1 ▼
1st cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
1st cycle degree mobility:Travel costs	0 ▼
1st cycle degree mobility:Living cost difference	0 ▼
1st cycle degree mobility:Language courses	0 ▼
1st cycle degree mobility:Other	1 ▼
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	0 ▼
2nd cycle degree mobility:Travel costs	0 ▼
2nd cycle degree mobility:Living cost difference	0 ▼
2nd cycle degree mobility:Language courses	0 ▼
2nd cycle degree mobility:Other	1 ▼

IV.26.1. Please specify which other additional public loans are available for studying abroad:

There are no such loans available neither for study in Slovenia nor abroad

IV.27. Additional comments

There are no such loans available neither for study in Slovenia nor abroad

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

No ▼

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1 0 ▼

Need-based criteria:Grant/loan 2 0 ▼

Need-based criteria:Grant/loan 3 0 ▼

Need-based criteria:Grant/loan 4 0 ▼

Merit-based criteria:Grant/loan 1 0 ▼

Merit-based criteria:Grant/loan 2 0 ▼

Merit-based criteria:Grant/loan 3 0 ▼

Merit-based criteria:Grant/loan 4 0 ▼

Course load (e.g. full time):Grant/loan 1 0 ▼

Course load (e.g. full time):Grant/loan 2 0 ▼

Course load (e.g. full time):Grant/loan 3 0 ▼

Course load (e.g. full time):Grant/loan 4 0 ▼

Criteria based on field of studies:Grant/loan 1 0 ▼

Criteria based on field of studies:Grant/loan 2 0 ▼

Criteria based on field of studies:Grant/loan 3 0 ▼

Criteria based on field of studies:Grant/loan 4 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3 0 ▼

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4 0 ▼

IV.29.1. If there is more than one type of grant or loan, please specify:**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:****IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

There are no such loans available at this point neither for study in Slovenia nor abroad

IV.31. Additional comments**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

State financial schemes are aimed at young researchers employed in research institution to enable them to complete their doctorates. Public funds are as well available to cover tuition fees (full or partial) for doctoral students that are not participating in the previously mentioned schemes.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

All doctoral students have to pay tuition fees, but in many cases these can be covered by different financial schemes for doctoral studies. Doctoral students can get financial support from their employers, research funding agencies (Young Researchers Scheme), ministries or from a special state financial scheme for co-financing doctoral studies (EU structural funds -ESS funds, ...). There are no loans for doctoral students either.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▼

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

• The HE steering document is the Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011 http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_nova_vrzija.pdf

The goals of study programmes are mentioned several times in the above cited resolution although no special focus is put on issues related to employability.

For example (cited from the above document) ...despite their autonomy, higher education institutions must examine the need of the society for certain study programmes and occupational profiles and determine if the obtained competences of graduates are suitable for the employability and development of an individual in the sense of active citizenship and personal growth. Higher education institutions must actively cooperate with employers in designing study programmes and take into consideration needs from the world of labour. An important advisory role in the formulation and modification of the study programmes may be taken over by alumni since, with their retrospective view and experience obtained, they contribute to better quality of study programmes ... In determining the extent of enrolment posts in individual higher education programmes, broader social interests and long-term forecasts regarding the development of Slovenia, as well as the employability options of graduates should be taken into consideration by higher education institutions.

• The Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes of the Slovenian Quality Assurance Agency for Higher Education (<http://test.nakvis.si/s-ISI/Content/Details/5>)

The above cited document in its Article 9 (integration with the environment) requires the integration of higher education institutions in the immediate and broader environment through a dialogue with business and non-business sectors, in order to establish development tendencies and staffing needs. It as well requires HEI to plan the quality of learning outcomes and competences that would result in the employability or capacity of graduates to continue their education.

In the Article 16 (need for the study programme) the planning and implementation of a new study programme requires the justification by the needs of the economic, social and cultural development of the immediate and broader environment. Thus, the first- and second-cycle study programmes need to be assessed with regard to graduate employment outcomes and opportunities for graduates continuing their education.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▼

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▼

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▼

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▼

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Specific projections are being prepared by the Public Employment Service (PES) such as work regarding deficit occupations on different levels of qualifications. On the other hand, the Institute for Macroeconomic Analyses and Development is following market trends on the aggregate level.

To improve mismatches in the labour market, the Ministry of Labour, Family and Social Affairs recently introduced additional programmes and actions, along the already implemented ones during the last years (regional scholarship schemes, mentoring scheme, Enterprising in the world of entrepreneurship programme, life-long career guidance within the PES, Creation of competence centres for staff development programme etc.). As well, a new pilot project is being performed by PES, to enable a reliable system and methodology for the preparation of employers' surveys. The goals are as follows:

1. Short term goals: better cooperation with employers and counselling work with the unemployed, preparation of methodology on deficit and sufficed professions.
2. Mid-term goals: better active labour market policies, enabling systematic solutions to cope with existing mismatches in the labour market as well as activities for faster transition between unemployment and employment towards perspective professions and successful social inclusion.

The achieved results will aim at the systematic establishment of short-term forecasting and at efficient policy creation in the framework of the labour market.

Some general research is performed by the Faculty of Economics in Ljubljana, namely i) analysis of the demand for labour in Slovenia within the framework of the model of strategic corporate restructuring (2012) and ii) monitoring and forecasting of skills requirements (2010). Discussions are taking place to build a micro simulation model, set up by the Institute of Economic Research (IER), which would link the labour market, education, social and macroeconomic environment.

Up to 2011, the Public Employment Service of Slovenia (PES) carried out an annual employers survey on employment, on predictions of recruitment of new labour force, on redundant workers and on difficult-to-employ professions. The new Labour market regulation act abolished this compulsory cooperation in survey preparation (till then all employers with 10 or more employees had to submit data to PES), so in 2012 PES started with a new voluntary pilot survey on employment, based on a sample of employers. The survey is still in the developmental phase.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- Curriculum development in higher education** Employers have to be involved Employers can be involved Employers are not involved No answer
- Teaching** Employers have to be involved Employers can be involved Employers are not involved No answer
- Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions** Employers have to be involved Employers can be involved Employers are not involved No answer
- Participation in governing bodies of HEIs** Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

According to the established practice all relevant stakeholders (including representatives of employers) are involved in the processes concerning all crucial aspects of the development of higher education in Slovenia. This is reflected in the composition of various official bodies (such as the Council of the Republic of Slovenia for Higher Education, Council of the Slovenian Quality Assurance Agency for Higher Education SQA etc.) at different levels and areas (national, institutional, quality assurance, issues concerning students etc.) as well as various ad-hoc working groups (for preparation of new legislation and similar).

(<http://test.nakvis.si/s-ISI/Content/Details/5>)

Legal acts on the establishment of public HEIs set as a rule that the composition of management boards must include also the representative of employers. No national rules regulate the composition of the management boards of private universities.

For example, Article 9 of the Decree of the restructuring of the University of Ljubljana says that the Governing Board of the University's management body consists of nine members including:

- Three representatives of the founder,
- Four representatives of universities, of which three types of workers engaged in tertiary activities (teaching and research faculty and faculty assistants) and one representative of other workers,
- One representative of students and
- One representative of employers.

<http://www.pisrs.si/Pis.web/pregledPredpisa?id=ODLO555>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Projects co-funded from EU Structural funds for Slovenia in the programming period 2007-2013:

- Calls for tenders entitled "Creative path to practical knowledge" in which undergraduate and graduate students are involved in project activities undertaken in direct partnership between universities and industry, with the aim to improve knowledge transfer in terms of solving current problems and to enable students to acquire competencies, knowledge and skills necessary for their employment (calls 2013, 2014):

<http://www.sklad-kadri.si/si/razpisi-in-objave/naslovnica/razpis/n/javni-razpisi-za-sofinanciranje-projektov-po-kreativni-poti-do-prakticnega-znanja/>

- Co-financing of doctoral studies to promote co-operation with the economy and solving current social challenges (calls 2010; 2011; 2012; 2013)

http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_visoko_solstvo/sekter_za_visoko_solstvo/dejavnost_visokega_solstva/doktorski_studij/

- Co-financing the development and implementation activities of career centers in higher education institutions. The purpose of the projects is to encourage activities in HEIs, designed to support the development of career counselling for students with the aim to strengthen cooperation with employers and promote activities to maximize the employability after graduation (calls 2010-2013 and 2013-2015).

http://www.arhiv.mvzt.gov.si/si/o_ministrstvu/javnec_objavc/javni_razpisi/index4cc7.html?tx_t3javni_razpis_pil%5Bshow_single%5D=943

http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/razpisi/Visoko_solstvo/Karierni_centri/Razpis_KC.pdf

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

No

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

According to the Higher Education Act, practical education in a working environment is a mandatory component of professional and university study programmes at I level and at Master study programmes at II level:

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

Article 33:

(educational study programmes)

Study programmes shall be classified into three levels:

a) -first level

- professional higher education study programmes,

- university study programmes,

b) -second level

- master's study programmes,

- long non-structured master's study programmes,

c) -third level

- doctorate study programmes.

Professional higher education study programmes enable students to acquire professional knowledge and skills in the application of scientific methods to solve challenging professional and work problems, the development of communication skills within and among professions, professional critical thinking and responsibility, initiative and independence in decision-making and management. Practical education in a working environment shall form a mandatory component of such study programmes.

University study programmes enable students to acquire professional knowledge through the study of theoretical and methodological concepts, ability to transfer and apply theoretical knowledge to practice and to solve professional and work programmes, particularly through the search for new sources of knowledge and the use of scientific methods, the development of communication skills within and among professions, professional critical thinking and responsibility, initiative and independence in decision-making and management of challenging work. Practical education in a working environment or participation in research work shall form a mandatory component of such programmes.

Master's study programmes enable students to deepen their knowledge in broader professional areas, to train to find new sources of knowledge in professional and scientific fields, to use scientific and research methods in a broad spectrum of problems and in new or modified circumstances, to accept responsibility for the management of the most challenging work systems and to develop critical

reflection, social and communications abilities to manage group work. Projects in a working environment or basic, applied or development research tasks shall form a mandatory component of such programmes.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

- 1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
- 1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

n/a

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

The Data Protection Act prevents the systematic tracking and processing of personal data without the personal authorization of the individuals. Nevertheless, HEIs within the universities are using different methods (either on regular basis or ad hoc) for tracking employability of their graduates. Those activities are most of the time within the faculty alumni, while the universities usually publish general surveys for the whole university. The University of Maribor, as an example, published an internal legal act "Directions for tracking the employability of graduates" as a systematic approach for tracking employability: <http://www.um.si/univerza/dokumentni-center/akti/Akti%20univerze%20v%20Mariboru/Navodilo%20o%20izvajanju%20anket%20o%20zadovoljstvu%20s%20CS%20A1tudijem%20in%20o%20zaposljivosti%20in%20zaposlenosti%20diplomantov> As another example, the University of Ljubljana published a study on the state of employment of their graduates (2006-2011) 6 and 12 months after graduation: <http://www.uni-lj.si/elektronske-knjige/Zaposlenost-diplomantov/Zaposlenost%20diplomantov%20UL.html#p=1> As well, many of the private independent HEIs undertake surveys, as for example, the School of Business and Management Novo Mesto, which uses a "Skills and Competencies Survey" to track the graduates and their employers: http://vsup.vrs.si/si/so_soli/informacije_javnoga_znacaja_porocilo_o_samoevalvaciji/

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Ministry of Education, Culture and Sport published a survey entitled "Labour market and higher education call for enrolment (Analysis of the labour market in relation to HE enrolment places as well as to the number of students and graduates)". http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/Visoko_solstvo/Statistika_in_analize/Analiza_trga_dela_jan2013.pdf

The purpose of the analysis is to shed light on HE enrolment in the light of the labour market, since it might not have been sufficiently taken into account during the annual design of study programmes and in planning of enrolment places. Results suggest the need to rethink the HE enrolment policy, especially in the study fields 22 - Humanities and 3 - Social, management, administrative sciences and law. T

Besides the information on the status and trends in higher education, the long-term development of Slovenia and of the labour market should be as well taken into account in the design of the enrolment policy and of the annual call for enrolment in HE.

Besides, HEIs conduct graduates surveys. For example, the University of Ljubljana prepares regular bi-annual reports while the University of Maribor does ad-hoc surveys. An example of an independent HEI survey on graduates, published in the self-evaluation report, can be found at: http://vsup.vs-nmsi/sl/o_soli/informacije_javnega_znacaja/porocilo_o_samoevalvaciji/

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011, provides a definition of Lifelong learning in compliance with the Strategy of Lifelong Learning in Slovenia as » an activity and a process which includes all forms of learning, from formal to informal, nonformal, incidental and casual. It takes place under different learning circumstances, from birth through early childhood and adulthood to the end of life, with the goal of improving an individual's knowledge and skills. Interests, character traits, values, relationship to self and others and other personal characteristics are also acquired with learning«.
http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_nova_verzija.pdf

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

There are no legal requirements.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes

VL4.1. Please explain these restrictions.

LLL is regulated in the Article 33a of the Higher Education Act (HE Act) that defines training programmes as a form of lifelong learning, designed primarily for training, supplementing, enhancing and updating knowledge. These special training programmes must obtain official accreditation by the Slovenian Quality Assurance Agency for Higher Education. In addition to the programmes from the preceding paragraph, HEI may also organize various forms of informal learning, such as courses, summer schools and training programmes, but only if they do not affect the implementation of the formal study programmes.
<http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO172>

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "100"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

The financing of the LLL non-degree programmes is mostly based on fees covered by students. In addition HEIs can also apply for additional funds through thematic open calls of the Ministry of Education, Science and Sport (EU structural funds), EU programmes etc...

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

The number of study programmes that are delivered as distance-learning and those that are at least partially implemented as e-learning is steadily increasing. The new HE strategy promotes flexible delivery of study programmes by redefining the concept of part-time studies. So far, a significant proportion of part-time students are those who did not succeed to secure a study place in the public free of charge full-time study programmes and had to pay tuition fees. The new concept of part-time studies emphasises the mode of delivery of study programme that is adapted to specific needs of the enrolled students, instead of the previous emphasis on financing (Measure 11, reduced work load of 30 to 45 ECTS).
Source: Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions
Full-time student: the HE Act gives a general definition of students: "A student shall be a person enrolled at a higher education institution on the basis of a call for enrolment and is receiving an education on an undergraduate or postgraduate study programme."
Part-time student: the HE Act refers to part-time studies in the following text "... if compatible with the nature of the course, the organization and schedule of lectures, seminars and exercises may be adapted to the possibilities of students (part-time studies). This shall be done in the manner and under the procedure laid down by the statute."

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

The HE Act does not differentiate the status of "full-time" and "part-time" students, which results in the fact that "part-time" students have the same rights and obligations as "full-time" students. That means that all students have the right to health care, social transfers (such as food, transportation, scholarships) and other benefits in accordance to the regulations, if they are not employed or registered as employment seekers. However, the HE Act specifically allows "part-time" students to change the pace of their studies. "Part-time" studies can also be in the content and outcome equal to "full-time" studies.

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements. Students in the part-time study programmes have to pay fees. Fees are defined by the Senate of the Higher institution in charge and are calculated for individual study programmes and their specific provision. The Ministry of Higher Education, Science and Sport recommends and restricts the fees in public institutions with a regulation of the tuition fees which defines which elements can be taken into account in calculation of the fees, but does not set any limit on the amount.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements. The HE Act does not differentiate the status of "full-time" and "part-time" students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

»Part-time« study programmes are defined by the HE Act as adapted study programmes performed in a smaller scope, adjusted to the abilities and to the needs of »part-time« students. In general, different structure and organization of lectures of »part-time« study programmes is mainly intended for employed students (teaching and learning methods, timing of lectures etc.) as well as for those looking for more freedom or for a more personalized approach to studies. The Resolution on the National Higher Education Programme 2011-2020 and the newly proposed HE Act envisage some changes regarding the implementation of "part-time" study programmes.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study. Higher education institutions have autonomy in organizing their "part-time" study programmes. The Senates of HEI define their own regulations regarding the organization and the scope of their "part-time" study programmes. However, the HE Act defines that the manner and procedure specified within the statutes of HEIs must take into account the nature of the study programme.

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes
All study programmes have, among the compulsory components, criteria for recognition of knowledge and skills acquired prior to enrolment in the programme. (HE Act, article 35)
Statutes of HEIs in greater detail also regulate:
- transfers among study programmes,
- continuation of studies after interruption,
- recognition of examinations and other study obligations completed in other higher education institutions. (HE Act, article 66)

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures. HEIs must provide relevant procedures but have their own transparent rules and procedures with criteria for RPL. The procedure of recognition is supported by relevant documentation and evidence of the learning procedure and learning outcomes. Applications are usually assessed by the Committee for student affairs on the individual HE institution. The non-formal and informal learning (non-certified courses and work experiences, research experiences) can be recognised only if the learning outcomes of these activities are well documented and certified (reports, scientific papers, patents, publications of students). A committee is nominated to validate applications with all attached evidences and to form decisions concerning the recognition of learning outcomes and ETCS.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
It can be taken into account as a partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained). No maximum amount of ECTS is set in the steering documents.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Higher Education Act:

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

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011
http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_nova_verzija.pdf

- Drafting the National Strategy for the Internationalisation of Slovenian Higher Education –delayed due to the preparation and adoption of the new HE Act.

- Drafting institutional international strategies (with priorities of the HIEI), as a part of the wider development plan of the HIEI, while taking into consideration the National Strategy for the Internationalisation of Slovenian Higher Education– to be adopted by all public universities.

- Co-operation with the Western Balkans as an example of good practice in the field of regional mobility (by 2020). Study conditions (in terms of tuition) equal to those applicable to domestic and students from EU member states, will be established for citizens of Western Balkans countries – bilateral agreements with Bosnia and Herzegovina, Montenegro, Macedonia and Serbia have been signed, negotiations with Kosovo are in process.

- Abolishing administrative obstacles and concentration of funding for international mobility - on-going process.

- Establishment of special targeted support for mobility for (a) Slovenian students going abroad and (b) for the best foreign students coming to Slovenia –on-going mobility programmes, no major increase due to budgetary restrictions.

- Regularly long-term exchanges or additional training abroad for Slovenian higher education teachers and staff– on-going process.

- Special measures to attract foreign experts by (a) improving the salary system for employees in higher education and facilitating the remuneration for best foreign (and domestic) experts; (b) introduction of other support mechanisms aimed at foreign experts (accommodation, assistance in obtaining work permits, assistance with child care, etc.) and (c) obstacle abolishment for residence permits for foreign experts and students.

- Support of activities of two international organisations in the field of higher education with the aim to increase internationalisation of the system: (a) ICPE (International Center for Promotion of Enterprises) as an example of targeted support for co-operation with some countries from Latin America, Asia, Africa and Europe and (b) Euro-Mediterranean University which, as one of the priorities of the Union for the Mediterranean, opens possibilities for networking of Slovenian universities with universities from 42 other countries included in this process –regular activity.

- Facilitating teaching in foreign languages - the adoption of the new Higher Education Act is in process.

- Increase of the scope of research activities carried out in transnational projects or activities–on-going process.

- Flexible and open recognition of education abroad for the purpose of employment - Assessment and Recognition of Education Act, adopted in 2011.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose..

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

*The % refers to the proportion of the actual student body (not to the number of higher education institutions in Slovenia) of the existing: 3 public universities, 2 private universities and 43 independent higher education institutions in Slovenia. Over 90% of the whole student body is studying at the three public universities, which have adopted international strategies either as a separate document (University of Maribor, University of Primorska) or as an integral part of the long term strategy till 2020.

Please provide a source for this information:

University of Maribor:
<http://www.um.si/kakovost/reakreditacija/Documents/Internacionalizacija%20-%20strategija.pdf>

University of Primorska:
http://www.upr.si/index.php?page=ac_content&item=82

University of Ljubljana:
http://www.uni-lj.si/o_univerzi_v_ljubljani/poslanstvo__vrednote_in_vizija_ul/

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

7.3.4.1. Please provide a source for this information:

*The % refers to the proportion of the actual student body (not to the number of higher education institutions in Slovenia) of the existing: 3 public universities, 2 private universities and 43 independent higher education institutions in Slovenia. Over 90% of the whole student body is studying at the three public universities, which have adopted international strategies either as a separate document (University of Maribor, University of Primorska) or as an integral part of the long term strategy till 2020.

Please provide a source for this information:

University of Maribor:

<http://www.um.si/kakovost/reakreditacija/Documents/Internacionalizacija%20-%20strategija.pdf>

University of Primorska:

http://www.upr.si/index.php?page=ac_content&item=82

University of Ljubljana:

http://www.uni-lj.si/o_univerzi_v_ljubljani/poslanstvo__vrednote_in_vizija_ul/

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 20%

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility 10%

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

- Funds of the Ministry of Education, Science and Sport (mobility in HE, CEEPUS, bilateral programmes, public tenders for internationalisation,...)
- Funds of the Ministry of labour, Family, Social Affairs and Equal Opportunities (scholarships, Ad Futura programmes)

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Projects funded from EU Structural funds for Slovenia for the period 2007-2013, including public call for tenders for co-financing activities of the HEIs aimed to stimulate the internationalisation of the Slovenian higher education.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

Western Balkan

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The new HE Act in preparation envisages more flexibility concerning the teaching language.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose.. ▾

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

*Remark: Both public agencies dealing with higher education and mobility (CMEPIUS and The Slovene Human Resources and Scholarship Fund) have home pages with all relevant information and links. Both agencies are widely known and recognised in Slovenia.

7.19.1. Please provide a link to such information:

<http://www.cmepius.si>
<http://sklad-kadri.si>

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes ▾

7.20.1. Do students have to pay additional fees?

Please choose.. ▾

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
 other bilateral and/or multilateral ministerial dialogues
 international events other than ministerial meetings
no special activities

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

none

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes ▾

7.25.1. Please specify and provide reference:

The Resolution on the National Higher Education Programme 2011-2020, issued by the Ministry of Higher Education, Science and Technology, Ljubljana, July 2011
http://www.arhiv.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/12.4.11_NPVS_ANG_nova_verzija.pdf

7.26. Are there any national mobility programmes for higher education staff?

- Researchers Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

- Ad Futura programmes, Fulbright (www.skklad-kadri.si)
- Young researchers (www.ars.gov.si)
- CEEPUS (www.cmepius.si)

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers Yes No No answer
Teaching staff Yes No No answer
Doctoral candidates Yes No No answer
Technical staff Yes No No answer
Administrative staff Yes No No answer
International officers Yes No No answer
Guidance counsellors Yes No No answer
Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

At least 10% of teachers, academic staff and researchers will be foreigners till 2020.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Teaching staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

At least one fifth of doctoral students will study in programmes which are joint programmes held with foreign universities.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers Yes No No answer
- Teaching staff Yes No No answer
- Doctoral candidates Yes No No answer
- Technical staff Yes No No answer
- Administrative staff Yes No No answer
- International officers Yes No No answer
- Guidance counsellors Yes No No answer
- Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages Yes No No answer
- Financial benefits Yes No No answer
- Non-financial benefits Yes No No answer
- Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

One of the conditions for the Appointment to the Title of University Teacher, Researcher and Associate is the involvement in an international activity (at least 3 continuous months at a foreign university or research institute)

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "5"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "4"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

none

7.33. Has your country monitored the effects of these measures/programmes?

No ▾

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: