

EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Slovenia

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Slovenia

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

Throughout the whole questionnaire when we say “draft National Masterplan for Higher Education” we mean the new draft of National Masterplan for Higher Education 2011-2020, that was adopted by the Slovenian Government in March and is now in the procedure to be adopted by the Slovenian Parliament. It is expected to be adopted in May 2011. In the introductory part of this document the demographic trend for Slovenia is particularly exposed, stating that the number of nineteen-year-olds will decrease by the year 2020 for 20% compared to the year 2010. In the coming decade, we wish to facilitate a wide access to tertiary education and facilitate study to all who have an interest and are capable of studying and provide them with the basic conditions for successful completion of studies. Internationalisation is also considered important for the demographic projections of Slovenia. Within this context, there are several measures predicted: 1. facilitating conditions for a richer offer of lifelong learning on the tertiary level also through relaxation of procedures for accreditation of study programmes encouragement of flexible teaching paths 2. public and transparent objective information on quality of higher education institutions operating in Slovenia. 3. establishment of a more equitable system of financing of higher education from student perspective. The State will fund the study up to a maximum of 240 enrolled ECTS for first study cycle at any time in life if the individual has not gained this level of education and if the State has not funded his study at this level yet. Exception is study for regulated professions, which is longer in duration – in this case the State will fund the studies for the duration of the entire study. • the State will fund the study up to a maximum of 120 enrolled ECTS for second study cycle at any time in life for successful study if the individual has not gained this level of education and if the State has not funded his study at this level yet. If an individual does not complete the study in the time of the study plus five years, he/she will return the tuition fee – in the case of part-time study, the period of completion of the study is 1 year following the academic year in which he/she enrolled the last ECTS. Exception is study for regulated professions, which is longer in duration – in this case the State will fund the studies for the duration of the entire study. • for the third study cycle, the entire system of funding doctoral studies will be renewed with all of the existing schemes being more complementary to each other: Young Researchers Scheme, Young Researchers in Economy and new Innovative Scheme of co-funding of doctoral study. 4. uniform and transparent system of social transfers for students, tied to a specific number of years. 5. special loan schemes will be an additional form of help and not a replacement of scholarships. The interest rate will be subsidised by the State and for the individual it will be less than the usual interest rate. 6. the student body, its composition and obstacles to access and completion of study will be monitored systematically. On the basis of analyses, we will continually adapt the system of social transfers and possible additional encouragements to study. 7. fairer organisation of types of study. Part-time study, as it is known in Slovenia, has grown into an unfair charging of tuition fees. In the light of lifelong learning, we wish to provide all nationals with an opportunity to exercise their rights – regardless of the period of life in which they decide to study. Part-time study will be only an adapted form of performing of the study programme, which will be executed on a smaller scale compared to full-time studies, i.e. 30-45 ECTS per year. Similarly, in this case, the cost of study per year will generally be proportionally lower. 8. internationalisation of HE and make Slovenian HE more attractive. Slovenia will become an attractive destination for foreign students and professionals for higher education study and pedagogical, research and professional work 9. increase the public funding for HE The goals relevant for demography predicted: • Share of population between 30 and 34 years with 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 • until 2015 there will be 1,3 % of GDP dedicated to HE from public finances and 0,3 from private; until 2020 there will be 2,0 % of GDP dedicated to HE from public finances and 0,0 from private However, for successful achievement of goals of the National Masterplan for Higher Education 2011-2020, it is necessary to ensure up-to-date monitoring of realisation and implementation of intended measures with regards to events and context in the future. The expert group will submit Annual Reports to the Council for Higher Education of the Republic of Slovenia. Following joint examination with National Research and Innovation Strategy, the Councils will report to the Government of the Republic of Slovenia on implementing of Masterplan and submit proposals of amendments or measures for more efficient implementation. Thorough analysis of implementation and possible revision of the Masterplan is predicted in 2015.

3. Which of the following statements correspond to your higher education system?

Higher education institutions can be either academically or professionally oriented

We have “programme” binarity already in the current HE system, which means that at the first study cycle there are academic and professional study programmes. Concerning the institutions, there are universities and faculties on the one hand and professional colleges on the other.

Higher education institutions are only academically oriented

Higher education institutions are either public or private

All higher education institutions are public

In addition to public higher education institutions, Slovenia has also private higher education institutions that are not established by the Republic of Slovenia. They are independent in determining their own missions and study programmes. Their activities are regulated within the same legal frame as the public higher education institutions (conditions and criteria for accreditation, ...), which enables them to provide a comparable standards of quality. Private higher education institutions can receive public financial resources (called concession). Concession enables private higher education institutions to offer publicly financed full-time study programmes without tuition for their students. In the past decade the number of private higher education institutions increased substantially, however, the percentage of students attending those institutions didn't increase so much. F.e. there is less than 10 % students enrolled.

4. What is the number of institutions in the categories identified?

Academic/Professionally oriented In the Register of Slovenian higher education institutions and programmes there are total of 694 study programmes listed. 106 are professionally oriented 1st cycle degree programs, 217 are university oriented 1st cycle degree programs; 288 are study programmes for second cycle and 83 study programmes for 3rd cycle degree. Public/private In the academic year 2009/2010 there has been 80 higher education institutions: 26 are a part of the University of Ljubljana, 16 are a part of the University of Maribor, 6 are a part of the University of Primorska , 6 are a part of the University of Nova Gorica and 33 independent higher education institutions, of which, 1 is public and 32 are private. In the register of Slovenian higher education institutions and programmes, there are 586 public study programmes and 108 private study programmes. Altogether, government gives concession for 20 first cycle programmes and 8 programmes for second cycle degree and two study programs in higher education that are provided at the University of Nova Gorica.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 91

240 ECTS = 8

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 88

240 ECTS = 11

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 13

90 ECTS = 87

120 ECTS = 0

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 7

90 ECTS = 92

120 ECTS = 0

Other = 1

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

In Slovenian Higher Education system we also have uniform masters programmes. Uniform Masters programmes enable students to acquire and develop special competences complementary to the second cycle degree programmes. Entry requirements and selection criteria is the same as for the first study programmes. Uniform Masters programmes can be developed only for professions that are regulated by EU directives, exceptionally also for some other professions in the Republic of Slovenia. In general, these programmes exist on the study fields of medicine, dental medicine, pharmacy, veterinary, theology, pedagogical mathematics and architecture. The typical length of these degree programmes on the field of pharmacy, theology, pedagogical mathematics is 300 ECTS. Degree programmes on the field of medicine, dental medicine and veterinary consist of 360 ECTS. In these programmes are enrolled estimated 1,8 % of all students on the first cycle study programmes. Regarding the initiatives of the proposed new national masterplan of Higher education, alongside accessibility and greater diversification of the tertiary system, the meaning of individual study cycle and qualifications which they provide must be clearly and distinguishably organised. First cycle study programmes will thus offer a comprehensive higher education and will enable the transition of graduates to the labour market. Second cycle study programmes will provide improved knowledge and competences. In this, the study programmes will be varied in first and second cycle. Binarity will differentiate academic and professional study programmes better. Third cycle study programmes will be exclusively research oriented, and shall provide competences for independent academic work. It will require a contribution to the international

treasury of knowledge and original research work, while the universities will include doctoral students in active research programmes and projects.

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

Higher Education Act

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>75-<100 %

This is estimated number. We cant provide you accurate data on progression of students from 1st cycle study programmes on 2nd cycle study programmes yet, because most programmes have implemented the second year of the first cycle study programmes in the academic year 2010/11, thus the first relevant information could be provided in the year 2012/13.

6.2.1. Please provide the source for this information.

Ministry of Higher Education, Science and Technology

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

In general, all students who finished the first cycle study programme in the same or similar study field have access to second cycle. Additional study requirements in the range of 10 to 60 credit points can be demanded for students who finished 1st study cycle from a different study field. This decision is made by higher education institution and is transparent in the sense that these conditions are determined with the individual study programme when it is accredited.

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

100 %

6.4.1. Please provide a source for this information.

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

No data yet.

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Regarding the initiatives within the proposed new National Masterplan for Higher education 2011-2020, the transitions among individual types of student programmes will be arranged flexibly and we will facilitate systematic focus on the individual. We will adapt the entrance conditions for enrolment in higher education study programmes. As a rule, the current procedure of enrolment in first cycle will be retained with modifications so that institutions will be able to define necessary additional requirements in addition to the baccalaureate for individual programmes. In defining numerous clauses for individual study programmes, higher education institutions will systematically consider roles of higher education and long-term forecasts of development of Slovenia. Selection procedures, definition of enrolment conditions and required competences for enrolment to post-graduate studies, i.e. second and third cycles, will be left to the discretion of the higher education institutions, bearing in mind that enrolment to a higher cycle normally requires a completed previous study cycle. Thus, the higher education institutions will themselves decide on acceptance of candidates in second and third study cycle. With all responsibility and in accordance with the national framework of qualifications, they will decide on the required entrance competences, evaluate if the candidates fulfil them, and decide on acceptance of candidates. Alongside they will consistently consider also prior learning.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

In Slovenian higher education system there are structured doctoral programmes. Doctoral programmes can only be delivered by higher education institutions. Universities have doctoral schools set as organisational units, so they are primarily responsible for development of doctoral studies.

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

Yes

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

In Slovenia, University of Ljubljana and 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 the code of good practice. Additionally, doctoral schools provide a range of support services, suggests proposals of strategic issues, assembles generic courses and coordinates international cooperation. They also provide a large possibility of choice and interdisciplinarity in developing individual PhD study programmes. Moreover, based on the European Credit Transfer System (ECTS), they enable students to select most appropriate courses for their respective research orientations from the wide array of available, mutually complementary study programmes. In general, all doctoral study programmes closely collaborate with research laboratories, centres and institutes.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

The current Higher Education Act provides for a minimum 3-year study »full time«.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

0

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

No NQF

The qualifications framework has not been prepared yet. However, doctoral study programmes are included in the general study structure and framework. Thus all doctoral study programmes are accredited and described with learning outcomes - competences, acquired within the programme, that are namely a mandatory component of all study programmes. The proposal of NQF is already prepared and is now under public discussion. It is predicted to be adopted in 2011 and self certified in 2012.

8.5. Are ECTS credits used in doctoral programmes?

Yes

According to Higher Education Act all doctoral study programmes have 180 ECTS credits.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Regarding the initiative of the proposed new National masterplan for Higher Education 2011-2020, 3rd cycle study programmes will be exclusively research oriented and shall provide competences for independent academic work. As hitherto it will require original research work and contribution to the international treasury of knowledge and, will include doctoral students in active research programmes and projects. Third cycle will last between 3 to 4 years, depending on the academic decision by universities. For second and third study cycle, the definition of selection criteria and selection process will be left to the discretion of higher education institutions by 2012/2013. Doctoral candidates and young researchers with doctorates will be able to be included in the pedagogic process with mentor support. Doctoral candidates entering new schemes of funding for doctorate studies will have the status of young experts and will have appropriate support for such work. Through the Innovative Scholarship Scheme for funding of doctoral studies, 200 candidates will be awarded the status,

which will cover their tuition fees and living expenses and they will thus be able to enter the pedagogic process without other burdens. In general, a more comprehensive system for financing the third cycle programmes students will be re-arranged. It will be complementary with all the existing schemes for financing PhD study: scheme for young researchers, young researchers in the economy and the new innovative financing scheme PhD. The government will ensure the financial support for adequate number of doctoral students. Selection of the candidates will be carried out by the universities or other contractors of the PhD students

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

No, part of tertiary education, but not part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

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10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

HIGHER EDUCATION Act ARTICLE 33b Joint degree programmes are programmes leading to a degree that higher education institution implements together with one or more higher education institutions in the Republic of Slovenia or abroad. For joint degree study programmes, higher education institutions must take into account, in addition to the provisions of this Act, the criteria for the development and adoption of the joint degree study programmes which was adopted by the Slovenian Quality Assurance Agency for Higher Education. Anyone completing all obligations under the joint degree programme gets a joint degree diploma, stating all higher education institutions that were participating in the execution of the joint degree study programme. Joint degree is a public document. All participating universities must provide the content and the form of joint degrees diploma and diploma supplement.

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

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

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

Yes

10.5.1. Please explain briefly.

In Slovenia, the joint degree study programmes are distributed across all study fields; total amount is 33 joint degree study programmes. Among these, 13 joint degree study programmes are shared with foreign higher education institutions. These programmes are on the field of medicine, social science, arts, social work, economy, humanities, administration; The remaining 20 joint programs are organized in cooperation with national institutions of higher education.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Regarding the initiatives of the proposed new National Masterplan of Higher Education 2011-2020, the internationalisation of the Slovenian higher education is key for its development since it is a guarantee of its quality. Higher education institutions will operate internationally. Universities will to a large extent be included in international cooperation via participation in university networks, international projects and performing of joint study programmes. Similarly, they will increase cooperation with foreign institutions in performing research activities. It will be possible to teach also in foreign languages; the decision regarding this will be entrusted to higher education institutions. International orientation will facilitate both connections with closest neighbouring regions and also with the best institutions around the world. We particularly wish to increase the attraction of the Slovenian higher education area for students from Western Balkans and the Euro-Mediterranean region. Higher education institutions will, in accordance with their new profiles, adopt institutional measures for increasing international operation, such as for example, introduction of the international dimension in teaching, constant and high quality language training for staff and students, forming long-term strategic formal partnerships with foreign institutions, encouragement of teachers visiting foreign universities, delivering joint study programmes, incorporation of studying abroad as a regular part of most study programmes. The number of joint study programmes established with foreign higher education institutions will be significantly increased. In general, we will also prepare National Strategy for the Internationalization of the Slovenian Higher Education, which will include various measures to increase the attractiveness of the Slovenian higher education system. The aim is that, by the year 2020, at least one fifth of PhD students will be studying in the joint degree programmes with foreign universities. By the end of the decade, the scope of project activities in cooperation with the best foreign institutions will double and the share of funds obtained within the framework of international projects will increase by one tenth.

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

Current National Masterplan for Higher Education 2007-2010 does not define student-centred learning as such, but it tackled specific areas within this issue: 1. with initiative to improve the study conditions and to increase the number of teaching staff (also by improving better inclusion of researchers from public research institution and industry from Slovenia and abroad). 2. with initiative that the study programmes must be continuously evaluated with participation of the students and academic staff (academic staff, researchers and assistants) and independent expert bodies to ensure the quality 3. by promoting active teaching and learning techniques and through individual approach to teaching, tutoring, where individual participation enables pro-active role of each student in the learning process. Higher Education Act (26. Article) defines Student Council as a student representation body. Student Council discusses and gives opinion on the statute of HE institution and on all student relating matters; student rights and obligations, an opinion on candidates for rector and dean. Student Council also, in cooperation with Student Community, implement extracurricular activities of students. If the opinion of Student Council is not respected, they can request the competent authority, in the manner and the procedure that is specified within statute, to once again hear and decide on a particular case. Additionally the Act (article 35.a) defines as mandatory components of the training programmes the definition of the predicted outcomes of the programme and the general or subject-specific competences that are acquired in the programme and ECTS credit evaluation of work obligations. Also the proposed new National Masterplan for Higher Education 2011-2020 does not define student-centred learning as such, however, it has an important attention as a concept. There are precise student-centred measures predicted, especially in the area of preparing and conducting study programmes through the concept of learning outcomes, evaluation of study programmes, teaching and learning methods, improvement of learning environment and staff support in pedagogy and didactics, improvement of ratio between the students and teachers at study programmes where the ratio is not as wished, better equipment and ICT support etc. Pedagogical developmental centres at university level are predicted to be established that would offer learning and teaching support for students and staff as well as do research in the area of learning. The document also predicts encouragement of HEIs to be more focused on the student and the learning outcomes, which necessarily requires the development of new teaching approaches and methods in the preparation and conducting of study programmes. Thus, the programmes will become more flexible, offer more elective courses and interdisciplinarity.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|------------------------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

Each HEI is predicted to offer student and staff support services: academic and career guidance, tutoring, psychological counselling etc.

2. Please provide a reference for your steering documents covering student-centred learning.

We will send additionally via email

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

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4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Within the current Masterplan for Higher Education 2007-2010 learning outcomes are tackled under the scope of accreditation and evaluation of higher education programs; it is required to provide an independent evaluation of institutions and programmes by using the criteria set by the main partners in higher education. The Masterplan assumes that the criteria for accreditation of renewed study programmes in accordance with the Bologna Process are defined more precisely and that the criteria also include learning outcomes: 1. learning outcomes and competences and the conditions that students must complete or be able to successfully follow the lectures to be given for each subject program, 2. the learning outcomes and competences acquired by the student after they complete their study obligations should be defined as precisely as possible 3. knowledge, skills and competencies of the graduates should also be defined in terms of job opportunities for graduates; Learning outcomes are also defined within the Higher education Act (33. Article – programmes leading to a degree) for each degree separately. Regarding the initiatives of the proposed new Masterplan for Higher Education 2011-2020, higher education institutions will continue to offer high-quality knowledge and skills in accordance with their mission. National qualifications framework will be formulated in 2011. It will precisely define every qualification in the higher education system and the differences between them based on knowledge, skills and competences. Higher education institutions will use the qualification framework in the implementation of their study programs; NAKVIS in deciding on the accreditation of study programs and standards of academic achievement; an individual in career decision-making and the choice of study; employers and wider society on individual qualification and acquired competencies.

4.2. 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

After the changes in the national higher education legislation in 2004 and after adoption of the national criteria for the implementation of the ECTS credit system (adopted by the Higher Education Council of the Republic of Slovenia), all the higher education study programmes were reformed according to the Bologna guidelines. This also includes planning and performing programmes through learning outcomes and the predicted time in which the learning outcomes can be achieved. ECTS credits and the related learning outcomes are based on the criteria adopted by NAKVIS. Learning outcomes are a manifestation of the expectations of what a student after completion of studies has to be able to understand, know or be able to do. The results may be related to a particular unit or learning module or the whole programme. Similarly the learning outcomes of individual study units were assessed in student's work load accordingly with credit points ECTS (25-30 hours of work load constitute 1 ECTS credit). In general, learning outcomes specify the conditions for granting credits.

4.3. 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.)

4.3.1. Does your country provide specific support measures on the national level?

Specific support measures at the national level are provided through compulsory measures in the process of accreditation of each programme. 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 constituent 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 on the labour market. However, National Qualifications Framework will be formulated in 2011. It will precisely define every qualification in the higher education system and the differences between them based on their learning outcomes. Higher education institutions will use the qualification system in the creation of the study programs and curricula. National support is also provided by the National Bologna Experts team coordinated by the Ministry of higher education, science and technology. The team gathers and distributes information, organises seminars and workshops on this topic, advises HEIs etc.

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

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

Regarding the predicted formulation of National Qualification Framework in 2011, higher education institutions will be even more supported to organize and implement their study programmes according to the requested learning outcomes. This is also predicted within the measures of the proposed new National Masterplan for Higher Education 2011-2020.

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

Learning outcomes (intended learning outcomes) are usually defined for each learning unit in the preparation of the curriculum. Monitoring and measurement are subject to assessment in the process of quality assurance. Through the accreditation the intended learning outcomes are matched with the predicted student's workload. Learning outcomes are normally monitored in self assessment report on QA on annual bases. Through the process of quality assurance it is assessed whether the match between the workload and the appointed credit points as well as the match between the appointed credits and the examination requirements and the learning outcomes are suitable for the majority of students. This is then included in some of the self-evaluation reports of all the faculties and also in the selfevaluation comprehensive report. The following elements can provide information for higher education institutions on learning outcomes of their study programmes: the students' questionnaires, study statistics, evaluation of learning outcomes through individual or group projects, practical work, and diploma work organised at different partner institutions from industry or in cooperation with other employers (feedback from employers and mentors from industry on the relevance of obtained learning outcomes on labour market). Feedback from Alumni about relevance of learning outcomes on the labour market is also obtained. Also the teaching methods at all courses are regularly monitored in the process of internal supervision. The example of the selfevaluation report of the University of Ljubljana is available: http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Within the new Masterplan for Higher Education 2011-2020, HE institutions will be delivering the required outcomes derived from the National Qualifications Framework, which will be formulated in 2011. It will precisely define every qualification in the higher education system and the differences between them based on competences.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

/

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|-----------------------------------------------|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

Yes

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

Some higher education institutions are regularly monitoring the use of the Diploma Supplement by the employers, which includes the higher education institutions partners. Unfortunately, the answers are showing that the employers in Slovenia in most cases do not yet use the Diploma Supplement. Since the Slovenian employers do not yet show sufficient interest in the Diploma Supplement, the level of satisfaction can not be estimated.

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

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

In the procedures of recognition of foreign education, or education obtained in another HE institution in Slovenia, the relevant recognition bodies of the faculties and the university, use the Diploma Supplement with favourable results. The results are in faster decisions and in less additional requirements for further explanations of the applicants in the process of recognition. Some Slovenian higher education institutions that deal with the applications for the recognition of the foreign qualifications or qualifications obtained in other Slovenian HE institutions, put the Diploma Supplement on the list of required documents as appendix to the application. This shows that they are expecting relevant information from this document. All higher education institutions in Slovenia find Diploma Supplement very useful in the process of enrolment of students in study programmes and also useful in the process of employment.

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

Slovenian and English language

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Additional efforts are necessary at the national level to promote the use of Diploma Supplement by employers, what has been already tackled by the action plan and measures by The National Bologna Expert Group. Additionally, the National Europass Centre provides information about the Europass documents to the wider public and to all other partners involved, also regarding the Diploma Supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

4. The level structure, level descriptors (learning outcomes), and credit ranges have been agreed

The Project Slovenian Qualification Framework is planned from 2009 to 2013 and is funded by the European Social Fund (ESS) and the state budget. The contracting authority of the project is the Ministry of Labour, Family and Social Affairs. The working group consisting of all relevant ministries, stakeholders and experts started with work in the beginning of 2010 and prepared a draft of NQF which was put in public discussion in the beginning of 2011. It is envisaged to be adopted by relevant authorities in summer. The self-certification process of HE QF is predicted in 2012.

7.2.1 Please provide the date when the step was completed.

30.11.1999

7.2.2. Please provide a reference for the decision to start developing a NQF.

The Government of the Republic of Slovenia appointed the Steering Committee for the elaboration of the National Qualifications Framework in accordance with the European Qualifications Framework in 14 January 2010. The Steering Committee has formal decision making powers when it comes to the development of the SQF. <http://www.nok.si/static/Steering-Committee>

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

http://www.nok.si/data/files/28_file_path.pdf

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

www.nok.si

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Recognition of qualification provided that no substantive differences can be proven

According to the national legislation recognition of qualifications for employment purposes is made provided that no substantive differences can be proven. Only in rare cases recognition is not granted and the substantial differences are demonstrated in the decision. There is also change of The Act on Recognition and Assessment of Education predicted in the year 2011 with which we will set qualification assesment procedure, where the applicant has a right to fair assessment of qualification. The change is in the sence of moving away from legally binding formal decisions and equivalence to acceptance of foreign qualifications as they

are, without trying to recognize a foreign qualification as a Slovene level of education. The change predicted is also that employers will decide to accept foreign qualifications themselves and ENIC NARIC centre will offer support and opinions.

8.2.1. Please provide a reference to the relevant legislation.

- Zakon o visokem šolstvu (Higher Education Act) - Zakon o priznavanju in vrednotenju izobraževanja (The Act on Recognition and Assessment of Education, Uradni list RS. No. 73/04)

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

The national system of recognition of foreign qualifications is regulated by the The Act on Recognition and Assessment of Education (OJ, RS, No. 73/04). The act separates two parallel procedures of recognition according to the purpose for which the recognition is sought. The provisions regarding responsibility and competent authorities for recognition on the level of the university and the university members are consequently provided for in the university statute.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

via email

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

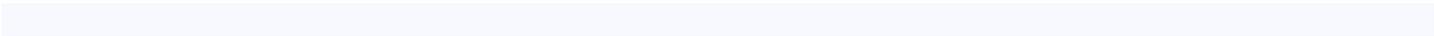
8.5.1. Please explain.

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

Recognition procedures for study and training periods abroad are in general defined within study programmes and more specifically by Learning Agreements prepared in advance and signed by student and visiting institution and our institution. (National regulations and recommendations about recognition and ECTS credit system are implemented on institutional level.) Additionally to Learning agreement, students that go abroad prepare for foreign HEI in advance: • Student Application Form • Transcript of Records (from home university) • Housing Request Form Before returning home, students have to prepare for their home HE : • Final Report of Erasmus Mobility • Confirmation of LLP/Erasmus Student mobility • Transcript of Records (passed exams during staying abroad All the recognition decisions are forwarded to the Ministry of Higher Education and Technology. Any recognition decision is subject to appeals and higher education institution's senate revision in case of the candidate's complaint against the decision. The individual can also make an appeal to the court.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Slovenia is currently taking measures for fair assessment of qualifications with a view to more open national labour market and deregulation of certain professions. Basic guidelines for a new The Act on Recognition and Assessment of Education are based on the awareness and efforts of the Ministry of Higher Education, Science and Technology for open international higher education area, previous experiences on the recognition and evaluation of education and international documents and the recommendations. The new Act has been prepared in accordance with the National Masterplan for Higher Education 2011-2020, which aims at flexible and open recognition of foreign education and bringing change into recognition for employment purposes. The fundamental purpose and objective of the new Act is to move from issuing a decision by recognizing the ranks in foreign education that are equated with the Slovenian to the issuing an evaluation and an opinion on the elements of the foreign education and their comparability with the Slovenian education. By that, the Slovenian higher education policy follows modern trends to ensure fair recognition and focuses on education in the country of origin and the possible significant differences between the source and a comparable study degree in Slovenia, not on searching for the equivalence.



Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The Government of the Republic of Slovenia has with the Decision on establishing the National Agency for Quality Assurance in Higher Education (Official Gazette of RS, no. 114/09), established the agency on the basis of Article 51 (Higher Education Act). The agency has begun with its work in 2010 and took over the tasks from the Slovenia Council for Higher Education that was responsible for external evaluation of HEIs and the accreditation process until the year 2010. Thus, the main responsibility for quality in higher education carry the higher education institutions themselves.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

Yes

1.4.1. Please specify the normal impact of an external review.

The outcome of an external review underlines the decision on accreditation. Accreditation of a HEI is a precondition for entry in the register of HEIs. With the granting of accreditation, the study programme becomes state-approved. All study programmes provided by public HEIs must be state-approved. Private HEIs are allowed to apply for funding their study programmes after being granted accreditation.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

appointment to positions and a structure of fields. The HEI constantly includes the results of scholarly, research, artistic or professional work in education in accordance with the strategy of the higher education institution, constantly renovate and update learning contents with the results of scholarly, research, artistic or professional work which is assessed by quality criteria and constantly compare planned and achieved learning outcomes of students and the 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 is clearly defined. Students shall participate in decision-making in all management bodies of the institution. Student enrolment is coordinated with the needs of relevant environment. Students are 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 ongoing work of these groups; The HEI is responsible towards students in the regular monitoring of the progress of students through the study programme and the length of studies, and through the design and implementation of measures in the case of an insufficient rate of progress, help in the organised acquisition of knowledge and skills at other higher education institutions, including internally, nationally and internationally supported mobility; recognition of knowledge and skills acquired at other higher education institutions. Advisory services shall be connected with enrolment and other information connected with studies, e.g. careers advisory centres, informing students about graduate employment outcomes. Structure and number of support staff – i.e. professional, administrative and technical staff – that ensure quality support for the provision of study programmes; the staff of this service is employed at the institution. Lifelong Learning Provision: The HEI facilitates continuing education of its students and graduates. Research: Study programmes of HEI are oriented towards research that enables the connection with the active and high-quality scholarly, research and artistic environment and enable students to gain relevant competencies and the possibility to take part in research and professional projects. The HEI operates in the fields for which it was founded, which it demonstrates by means of scholarly, research, artistic or professional work in the context of programmes and projects; the suitably organised implementation of these programmes and projects, and publications of the achievements of this work in a manner to which the profession accords scholarly, research, artistic or professional relevance; established scholarly, research, artistic or professional cooperation with other higher education institutions, institutes or other organisations. Employability: The HEI is connected with the development of the immediate and broader environment and has proven a dialogue with these environments – and in particular with its graduates by keeping informed of their employment status, monitoring the competitiveness in the labour market of graduates of its study programmes, monitor learning outcomes and acquired competencies, to facilitate, as well as the employment and continuing education of its students and graduates, their inclusion in social processes and public life. Internal Quality Assurance/Management system: The HEI has an enhanced, formalised and publicly accessible strategy, procedures and measures, as well as develop and regularly use formal tools to ensure the system of quality. monitor the achievements in the provision of study programmes, the learning outcomes of students and the evaluation of relevant stakeholders. The HEI regularly carries out self-evaluation, which shall include: 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 and of financial efficiency, documentation of the development of the higher education institution in connection with the development of the relevant environment, documentation of weaknesses and errors, analysis of achievements, and assessment of the quality of all activities of the higher education institution and formulation of proposals for improvements. The HEI regularly presents and organize a discussion of self-evaluation reports or other documented findings of self-evaluation in all management bodies for the sake of the autonomous and responsible management of activities and the running of the higher education institution, the quality provision of study programmes and the development of the latter. Insertion of HEI in the environment: The HEI has a published 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 has established constant connection and cooperation of staff, students and other stakeholders with the environment as well as connection with the development of the immediate and broader environment and dialogue with these environments – and in particular with its graduates. Material conditions: A HEI demonstrates quality material conditions for the implementation of all related activities of the institution (scholarly, research, artistic or professional work) and other support activities and 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 is suitable for students with special needs.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

/

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Our national quality assurance legislative framework does not allow HEIs to choose an agency from outside our country.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

/

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

Student involvement in governance structures of national quality assurance agencies

As full members in external review teams

Each external review team (group of experts) consists also of at least one student member (as a full member).

As observers in external review teams

In the preparation of self evaluation reports

Mostly, the students are also full members of the self-evaluation commissions at HEIs.

In the decision making process for external reviews

According to Higher Education Act two student representatives are members of the Agency Council, the highest decision making body of the Agency.

In follow-up procedures

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

One member of the highest decision making body (Agency Council) is appointed by the representative employers' associations.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

Stakeholders are strongly involved in the work of NAKVIS on several levels. The trust and independence played important role in the legislative change in 2009 and thus stakeholders are directly naming members into the Agency Council that is the highest decision making body. Secondly stakeholders are involved in the expert teams that perform evaluations of HEIs. Thirdly, one of the principles of Agency's work is transparency and cooperation with stakeholders. The agency organises public discussions and similar activities in order to assure cooperation and inclusion of stakeholders into the QA system. The Agency Council consists of 11 members: • three members appointed by the Rectors' Conference • one member appointed by the representative Association of Independent Higher Education Institutions • one member appointed by the representative Association of Vocational Schools • two members appointed by the Student Organization representing students in collaboration with Student Councils • one member designated representative Associations of Employers • one member appointed by the representative trade unions in higher education – • two members appointed by the Government of the Republic of Slovenia on the basis of a public call, (both experts in the field of higher education or quality assurance, at least one of them working in a foreign country). Rectors and Vice Rectors of universities, deans, members of the senates, directors of HEIs can't become members of the Council of NAKVIS.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

Formal requirements for development of internal quality assurance system are defined by national Act on higher education and more specifically by National quality assurance agency regulations (external evaluations and reacreditations 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/ Quality of higher education institutions, study programs and research, artistic and professional work assessing higher education (self) and 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.

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

Yes

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

More than 75%

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

All

5.5.1. Please describe what kind of arrangements are in place.

All HEIs are obliged to conduct surveys on student satisfaction with the educational process and surveys on student workload at least once a year, according to the Higher Education Act and Criteria for the Accreditation and External Evaluation of Higher Education Institutions and Study Programmes. Most of them also conduct surveys on student satisfaction with academic staff, professional, administrative and technical staff, alumni surveys, employer surveys, etc. The results of these surveys are analyzed in self-evaluation reports underlying the action plan and the strategy for improvement of HEIs

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

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

http://www.uni-lj.si/kakovost/samoevalvacijsko_porocilo.aspx http://www.upr.si/fileadmin/user_upload/akti/Samoevalvacijska_porocila_UP/P02_SEP_08-09-sprejeto-seant-UP-14.7.2010.pdf <http://www.ung.si/si/o-univerzi/kakovost/>

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Regarding the initiative of the proposed new National Masterplan for Higher Education 2011-2020, NAKVIS will inspect internal systems of quality assurance at (re)accreditation of the HEs. In the interim period, it will offer support and counselling to higher education institutions and higher vocational colleges on the development of an internal system of quality assurance. From 2016 onwards, the system of external assurance of quality will be "institutional" accreditation. Responsibility for quality of higher education is primarily the task of the higher education institutions themselves; consequently, the State will encourage them towards continuous development of the culture of quality and strengthening of the culture of responsibility. The State will support higher education institutions to professionally and responsibly develop their fundamental mission and in this purpose improve self-evaluation procedures, peer reviews, accept and execute the system of internal quality improvement, engage all employees in permanent improvement of quality and students in the improvement of the teaching process and their own responsible participation. The culture of quality denotes a common value of quality and collective responsibility and commitment of all members of the institution, both of employees and students, for its continuous improvement.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

*regarding the limited space, we will send definition of lifelong learning additionally via e-mail

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

The higher education institutions usually provide the first, the second and the third cycle study programmes, in which they can also enroll the individuals from outside the typical study age and thus they present also a possible form of lifelong learning. They also provide accredited further higher education study programmes intended for the higher education graduates to extend or deepen their knowledge, skills and competences in different areas or disciplines, which does not bring higher formal level of education. Some programmes are offered on demand of the labour market partners, others on demand by students or employers. The programmes can be of different characters and are mainly designed as tailor-made for the specific partner or partner groups. They are of different duration, the accredited ones are of one year duration. Most higher education institutions offer: • accredited study programmes in sense of formal higher education • accredited programmes for training • part of accredited programmes for training • different programs for continuing education • training of staff in education (before higher education and during higher education) • a variety of informal education programs such as workshops, seminars, field trips, summer schools, individual lessons, research activities, work and study abroad Vocational schools and institutions of shorter tertiary education also offer: • training for employed and unemployed persons for the purpose of competence building in technological development in enterprises (computer controlled processes, automated lines of production, environmental awareness programs ...) • training of trainers in enterprises for practical training of students, lecture collectives • training for self-evaluation • biotechnology training for farmers to improve the quality of production ...

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

Yes, of all institutions

The proposed National Masterplan 2011-2020 predicts various activities for higher education institutions and supports their offer of lifelong learning (LLL). Higher education institutions should enable the transition between study programs and recognize prior learning, skills and knowledge. In addition, universities should also develop effective methods and the forms of learning and teaching, which will be customized to different student groups. Appropriate and adjusted methods of knowledge assessment should be used as well. For this kind of education there will be available more public funds. In general, the key responsibility for implementation of LLL policy is institutional So the variety of LLL offer reflects the co-operation of the universities in the society and contributes to the challenges of the population shift as well as to the openness of the university to the groups of non-traditional learners. The culture of LLL learning is slowly reaching the higher education levels, where the recognition of results of learning in other environments has to base on the equivalence of the learning outcomes regardless of the learning environment where the competences and skills were achieved.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

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

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

Higher Education Act: Article 33a Training programmes are a form of lifelong learning, that are designed primarily for training, supplementing, enhancing and updating his/her knowledge. This special training programmes must gain official accreditation by the national agency. In addition to these programmes in the preceding paragraph, higher education institutions may also organize various forms of informal learning, such as courses, summer schools and training programs, but only if they don't affect the implementation of the formal study programmes.

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- | | |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Adults in employment | It is important for the process of career building, refreshing or updating the knowledge obtained during formal education. |
| <input type="checkbox"/> Unemployed adults | |
| <input type="checkbox"/> Retired citizens | |
| <input checked="" type="checkbox"/> Part-time students | |
| <input checked="" type="checkbox"/> Adults without higher education qualifications | It is necessary to improve the possibility for employability on the labour market and it can be used in the process of formal education to obtain higher level of formal education (process of recognition) |
| <input type="checkbox"/> Other, please specify | |

12. Where does the funding of lifelong learning provision in higher education come from?

- | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> general higher education budget | |
| <input checked="" type="checkbox"/> special budget for lifelong learning | Part of the funds higher education institutions get from the public sector (Ministry of Education and Sport, CMEPIUS - Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes, Slovene Human Resources and Scholarship Fund), mainly for the provision of professional qualifications, such as for exp. supplementary teacher's qualifications,... |
| <input checked="" type="checkbox"/> private contributions from students | Most of the funding in lifelong learning programmes come from the students in a form of a tuition fee. |
| <input type="checkbox"/> private contributions from business and industry | |

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Higher education institutions receive part of funds for lifelong learning at national level via the open calls (Ministry of Education and Sport, CMEPIUS - Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes, Slovene Human Resources and Scholarship Fund), usually for the provision of professional and teacher's qualifications. However, the financial construction of the lifelong learning programmes is mostly based on the fees. There are little budgetary contributions and are not regularly included (exp. on a yearly or programme value basis). Therefore the proportion is not significant and varies from faculty to faculty and from year to year.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Current National Masterplan for HE 2007-2010 gives definition of students with disabilities: Students with disabilities are students who, because of long-term physical, mental, intellectual or sensory defects, in contrast with the other students, face obstacles that prevent or hinder their full and effective involvement and participation in the educational processes. In general, underrepresented groups are defined and monitored by age, region, minority status, sex, and students with disabilities. Officially, no groups in society are identified as underrepresented in national higher education system. One of the reasons might be that there is not sufficient research based evidence for this. Despite the great increase in the number of students and relatively high inclusion of the generation in tertiary education, we still do not have formulated mechanisms of monitoring the student body and systematically identified obstacles of the study and its completion. Regarding the initiatives of the proposed new National Masterplan for Higher Education 2011-2020, greater attention will be paid to suitable representation or inclusion of whole range of existing social groups in higher education. The composition of students entering in higher education, participating in it and completing it at all levels, must reflect the structural diversity of population in Slovenia. Regarding that, we will develop mechanisms of identification of groups whose representation is under-average in higher education and analyse the reasons for such differences. Based on the analysis of the structure of the student body and recognised identifications of less represented groups of population, we will create instruments for additional support of inclusion of these groups in higher education system. On the government level we will form incentives for their inclusion, which will be a permanent activity of higher education institutions.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Within the National Masterplan for Higher Education 2007-2010 there are initiatives to ensure the integration of students from underrepresented social groups and students with disabilities in higher education. According to it we should remove all the barriers for their study and create customized communication infrastructure. This also requires the support services and provision of all tools that are necessary to ensure equal opportunities for disadvantaged and disabled people. Appropriate adjustments of study programs and their implementation are supported to implement these measures, which are financed as a part of additional development public funds predicted for HEIs. Initiatives within the current masterplan also incorporates the appropriate legal and financial solutions for student families and students with disabilities with cooperations between the Ministry of Higher Education, Science and Technology and the Ministry of Labour, Family and Social Affairs and other governmental institutions. Besides the Ministry of Higher Education, Science and Technology, different ministries are in charge of policy and measures in this area: • Ministry of Labour, Family and Social affairs (social security and social transfers to both students and their parents, scholarships ...), • Ministry of Education and Sport (short-cycle tertiary education), • Ministry of Health (health service for students), and • Ministry of Finance (taxation of student work). The majority of measures and actions are targeted to the whole student population. In this respect all students are treated equally and have the same rights deriving from their student status. Slovenia pays special attention to financial support for students as the essential aspect of the social dimension of tertiary education and particularly that

of broad access to it. We have to underline that Slovenian students don't pay tuition fees for regular studies at first and second cycle of Bologna programmes. Furthermore, a large proportion of students receive scholarships and substantial social subsidies for their studies. Some incentives, however, are designed for special groups of students. For example, students with special needs are offered better study conditions both in classrooms and in dormitories. All new university buildings and dormitories are designed according to up-to-date architectural standards and all overhauled capacities follow the most satisfactory solutions for students in question. Students with high disability which need a constant personal assistance have their aid's room rent subsidised. Students' families have both the "child's bed" and the "partner's bed" subsidised. Students who are Slovenians without the Slovenian citizenship have all their rights based on their student status as all other students (for example, they may apply for national/"state" scholarships). In Slovenia, we have Association of Students with Disabilities that represents and defends the interests of students with disabilities and offers them special support measures to improve their situation in education, housing and employment. The Association provides educational, cultural, sport and social activities at home and abroad, free transportation with customized vehicles, free use of modern computer equipment with internet access, accessible and adjusted study literature for blind and other various forms of personal assistance and advice on issues regarding the study and living conditions of students with disabilities. On the institutional level, higher education institutions have implemented different measures that supports the involment of underrepresented groups in tertiary education also. Most institutions have special organization units that are authorized to work in the interest of students with special needs. They provide individual support, regarding his/her special needs. HEIs also organize various educational and other seminar for students, professionals and pedagogical personal on this issue. Regarding application to enrol in HEIs, their first choice in the application form is usually accepted. For students with special needs there are also support measures provided within the Erasmus mobility scheme. They have the right to personal assistance during the whole period of study or placement abroad. As we have already mentioned earlier, regarding the proposed new National Masterplan for Higher Education 2011-2020, we have to put even greater attention to the representation and integration of certain social groups in Slovenian higher education system which will be identified as underrepresented. The Government will support the formation of the basic incentives for their wider participation, which will be developed further in a continuous activity of higher education institutions.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Currently this is usually a selfdeclaration. The status of the students with the special needs is determined by the Statut or Decree of each higher education institutions individually. A student can obtain a disabled student status if he/she submits expert opinion or the opinion of the disability commission. The details vary according to each institution. After entering the university a candidate can submit an application to the Department of Student Affairs, explaining his/her illness or disability or other special conditions (f.e. parenthood or status of sportsman/woman), the circumstances for his/her specific adaptations according to their special needs and provide possible solutions. Additional to his/her request, he must submit also an additional documentation: • medical documents • classification of the Centre for Social Work • expert opinion of the Institute of Education in RS • opinion of the Disability commission of the Pension and Disability Insurance. • other evidence The status of a student with special needs / disabilities is then registered at HEI's database.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

Currently the HEI can apply for the national funds offered via an open call for proposals on the inclusion of the students with special needs and based on workshops in order to help academic staff work with students with special needs. There is also funding reserved for measure to increase participation of under-represented groups. For now it is placed in the Decree on Budgetary Financing of HEIs and other institutions. In the future there will be more funding reserved for the participation of the underrepresented groups and their inclusion in HE, regarding the proposed National Higher Education Masterplan 2011-2020. We will analyse the structure of students with the intention of determining representation of individual groups of population and identification of less represented groups in higher education. Based on the analysis of the structure of the student body and identification of less represented groups of population, we will create incentives for additional support of inclusion of these groups in higher education. We will allocate an additional 1.5 million EURO per year for this process. Higher education institutions and higher vocational colleges will be encouraged to develop ways of attracting, including and supporting the completion of studies of less represented groups of population. For this activity they will be able to obtain funds within the framework of the new developmental part of funding.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

4.6.1. Please specify and identify variation between different groups, where they exist.

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4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

4.7.1. Please specify.

When students enroll to HEIs the data is gathered within the enrolment application where they give info on the indicators as: minority, region, sex, nationality, disability. Based on gathered data, the HEIs implement special support services and provision of all tools that are necessary to ensure equal conditions for students with disabilities. That includes individual tutoring and personal assistance. Additionally, Slovenian Association of Students with Disabilities collects information about study and living conditions of students with disabilities. The aim is to inform students, relevant institutions and general public about the life of students with disabilities and to encourage changes in their favor. In general, Statistical Office of the Republic of Slovenia monitors student body on national level.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

When students enrol to HEIs the data is gathered within the enrolment application where they give info on the indicators as: minority, region, sex, nationality, disability. The data is then gathered.

4.8.1. What data is collected?

When students enroll to HEIs the data is gathered within the enrolment application where they give info on the indicators as: minority, region, sex, nationality, disability. The data is then gathered.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

When students enroll to HEIs data is gathered within the enrolment application where they give info on the indicators as: minority, region, sex, nationality, disability. The data is then collected. However the proposed new National Masterplan for Higher Education 2011-2020 predict the establishment of an analytical information system for higher education in the Republic of Slovenia. By changing the Higher Education Law in 2011, a database will be established by the year 2012 with records on students, graduates and practitioners in higher education, including the informations about the groups that are underrepresented in the higher education. Implemented HE system will be a mechanism to recognize and monitor the composition of the student body, also in terms of groups identified as underrepresented in higher education and as such provide an evidence base for further analysis of the causes for such differences and other systematic measures oriented to create support for underrepresented groups.

4.10. When are data generally collected?

4.10.1. Where an approach different from the general approach is used for any group, please specify.

/

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

It is not published.

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

National Masterplan for Higher education 2007-2010 (reference: <http://www.uradni-list.si/1/content?id=82672>) proposed various general approaches to increase and broaden participation: • Balance the enrollment between 19-26 years old population and retain at least 60% of the population (19-26 years old) in higher education. • Increase the proportion of the population in all forms of lifelong learning. • Improve conditions for study and increase the number of graduates. (To achieve these objectives the Government will improve the relationship between teachers and students, relevant scholarship policy and measures aimed at promoting the study). • Scholarships are one of the priorities (especially developing appropriate scheme of scholarships for individuals who wish to study and improve the situation for the study). o Scholarships that are aimed at improving the staffing needs of the labor market (the sponsorships should guide students in those subject areas where the demand for highly educated workers exists). o Regional fellowships (awarded by the municipalities, provinces and regions, that wish to retain its most promising students). o Government grants are essential to enable the disadvantaged groups of students to study .(based primarily on two conditions - the income tax threshold limit of income tax of the applicant or his/her family). o Scholarships for best students with outstanding achievements (the Zois Scholarships). • Student accommodation (the Government is committed to further build homes and increase the provision of student accommodation facilities until they achieve sufficient coverage of the student population with student beds. Students have also the opportunity to stay in a subsidized public and private student dormitories or boarding schools.). • Health care of the students. • Student work as an additional source of financing the cost of his/her study. Proposed new National masterplan for Higher Education 2011-2020 in Republic of Slovenia tackles this initiative in a more consistent and systematic way. (Link: http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/10.03._NPVS_sprejeto_na_vladi.pdf) In the coming decade, we wish to facilitate a wide access to tertiary education and facilitate study to all who have an interest and are capable of studying and provide them with the basic conditions for successful completion of studies. For this purpose we wish to: • Harmonise the system of social transfers for students in a more transparent form. • We will form a system of monitoring of the student body, detect obstacles at study and up-to-date monitoring of measures and adapting of the system of social transfers on the basis of the findings. • Higher education institutions will be encouraged to design institutional practices in following their students. • We will encourage HEs to develop student counselling services in the sense of forming career centres or career and academic and psychological counselling. • We will develop mechanisms of recognition of groups whose representation is under average in higher education and study the reasons for such differences. We will form encouragements for their inclusion, which will be a permanent activity of higher education institutions. • We will facilitate conditions for a richer offer of lifelong learning on the tertiary level also through upgrading procedures for accreditation of study programmes for gaining education and further education, encouragement of flexible teaching paths and the public's open access to objective information on providers of higher education in Slovenia. • In the light of lifelong learning, establish a more equitable system allowing no tuition fee study in first cycle and also, on the basis of good results, in second and third. The number of students in Slovenia in the past decades has been steadily increasing with the exception of the last three years due to the generation decline. The inclusion of the »typical generation» in higher education is high and, in comparison with other European countries, above average. However, the aim of the master plan is, that the composition of students entering higher education, participating in it and completing it at all levels, must reflect the structural diversity of our population.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Slovenian National Masterplan for Higher Education 2007-2011 identifies several obstacles: • Most EU-15 has more than 25% of the population aged over 15 years with more than secondary education, in Slovenia the share is around 18%. • Student accommodation note the current lack of student beds and predicts the similar demand in the next five years, which requires the provision of the new subsidized student housing facilities. • Lack of the long-term vision of a comprehensive health care for students on the basis of information obtained from (1) systematic evaluation of the effectiveness of preventive medical examinations and their long-term economic viability and (2) study of the use and the access to health care for the students to prepare the design and implementation of these activities together Ministry of Health and the Student Organization of Slovenia. New obstacles were identified within the new draft of the Nation Masterplan for Higher Education 2011-2020: • Despite the great increase in the number of students and relatively high inclusion of the generation in tertiary education, we still do not have formulated mechanisms of monitoring the student body and systematically identified obstacles of the study and its completion. The data also show that there is high percentage of those who do not complete studies, (35%), especially when compared to some other countries of the European Union or the OECD. • In comparison with selected countries of the European Union or with the OECD countries, we lag behind considerably in terms of expenditure on higher education and also on scientific and research.

Similarly, we note fundamentally lower expenditure on tertiary education when compared to primary or secondary education. • Among public funding for Slovenian higher education, we devote a relatively high share to social transfers for students, particularly in comparison with some other countries. The efficiency of the Slovenian higher education is, with regards to high student dropout and large social transfers, worrisome – a fact which is also confirmed by European analysts – particularly because of the influence on the labour market. • In Slovenia, the share of population having completed tertiary education increased; however, the level of education of the Slovenian population at the tertiary level does not suffice for the ambitious projections of the needs of our society, neither is it comparable with selected countries of the European Union. • Greater attention must be given to the representation and the integration of certain social groups that are underrepresented in higher education. We will develop mechanisms for identifying those groups, and examine the reasons for such differences. The incentive for their participation will be also a continuous activity of higher education institutions.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Until now the main criteria in achieving long-term goals are some of the planned indicators that were based on the goals set within still actual National Masterplan for Higher Education 2007-2010: • Proportion of population that study at tertiary level (% of total population between 20 and 24 years involved in higher education). • Number of enrollment rates for the full time studies at higher education institutions in general and also by regions. • Number of selected young researchers, that are financed by the state. • Number of guaranteed new beds in the public halls of residence and the number of total subsidized residence for the students. • % of financed fare of public transportation for students. • Students by region, nationality, gender. • Finance Ministry of Higher Education, Science and Technology of the Republic of Slovenia has also organized and led research on economic, social, residential situation and international mobility of students in Slovenia Eurostudent SI in the years 2005, 2007 and 2009/10. Main criteria used to measure the success of initiatives were: • status of the students and other conditions related to studying, • the presentation of students educational background, • presentation of student living conditions, • family background of the students, • the evaluation of satisfaction of students with the curriculum, • the proportion of students who qualify for the entry, • the proportion of students who abandon their studies for at least one year after finishing high school. Initiative within the proposed new National masterplan for Higher Education 2011-2020 predicts a more systematically monitoring of the student body, its composition and barriers to accessing and completing the study. By the year 2012 we will implement a database with records on students and graduates, operators of activities in higher education and record of higher education institutions. By that, we will established national analytical and information system for higher education in the Republic of Slovenia (eHE Information System). Based on the new systematic approach to monitoring the student body, we will be able to establish new criteria to measure and evaluate the success of specific initiatives that will result in more detailed and specialized measures. In general, for successful achievement of goals of the proposed National Masterplan for Higher Education 2011-2020 it is necessary to ensure up-to-date monitoring of realisation and acceptance of implementing intended measures with regards to events and context in the future. An independent group of experts will jointly monitor the achievement of set goals, its impacts and implementation of measures.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

National Statistical Office in the Republic of Slovenia monitors general statistics about enrolment of the population in the higher education and other corresponding data. Ministry of Higher Education, Science and Technology also monitors the results of their policy and its implementation according to certain criteria based on the initiatives within the National Masterplan for Higher Education. The report is published every year. Ministry of Higher Education, Science and Technology of the Republic of Slovenia has also organized and led the research on economic, social, residential situation and international mobility of students in Slovenia Eurostudent SI. Project Eurostudent SI 2010 platform is based on the common European project Eurostudent IV (Set of Core Questions). The research has been systematically organised in the years 2005, 2007 and 2009/10 in Slovenia. Higher education institutes has, based on their autonomy, led its own system for monitoring student body, according to their own policy and strategy. Additionally Slovenian Student Union collects data on particular issues regarding student life and education.

5.5. How is this data used in higher education policy?

The monitoring is mainly organised for administrative and statistical purposes for higher education institutes or the Government and for tracking trends regarding students in higher education. Until now it had mostly no direct effect on policy planning and design, however major attention is given to social dimension in the draft Masterplan and it is predicted to have effects on policy, funding and special measures.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget Eurostat, Ministry of Higher education, Science and Technology,
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Regarding the initiative given by the proposed National Masterplan for Higher Education 2011-2020 in the coming decade, we wish to facilitate a wide access to tertiary education and facilitate study to all who have an interest and are capable of studying and provide them with the basic conditions for successful completion of studies. Despite the great increase in the number of students and relatively high inclusion of the generation in tertiary education we still do not have formulated mechanisms of monitoring the student body and systematically identified obstacles of the study and its completion. The data indicates that the percentage of those who do not complete their studies is high, particularly in comparison with some other countries of the European Union or OECD. For this purpose we wish to harmonise the system of social transfers for students in a more transparent form. Similarly we will form a system of monitoring of the student body, discover the obstacles at study and up-to-date

monitoring of measures and adapting of the system of social transfers on the basis of the findings. Higher education institutions will be encouraged to design institutional practices in following their students. Similarly, we will encourage them to develop student counselling services in the sense of forming career centres or career and academic and psychological counselling. In the light of lifelong learning we will establish a more equitable system allowing no tuition fee study in first cycle and also on the basis of good results in second and third cycle. The State will cover the expenses of the study for first cycle study at any time in life, however only 4 years i.e. 1 year more than the nominal length of study. If he/she repeats or changes studies a number of times so that the total length of education will be more than 4 years, the expenses of the study over the 4th year will be covered by him/her. The right of paid education in first study cycle will be available to all individuals without already gained education on this level or those whom the State has not funded study at this level. However, for the 4 years they will be entitled to all other social privileges i.e. scholarships, subsidised meals, transport, accommodation, etc. For second study cycle the State shall cover the costs of study of an individual for 2 years full time at any time in life, however, the individual will have to return the funds to the State upon unsuccessful completion. The period within which the individual will have to complete the studies before returning the funds will be 3 years.

7.2. Are student completion rates monitored in your country?

7.2.1. What use is then made of the data?

The data is used for self-assessment and measures to improve the student completion rates are taken on institutional level. The data gives us information if the situation is improving or deteriorating both on institutional and on national level. The faculties and academies use the data to monitor the length of study and prepare measures to shorten the time of study and conform with the official length of the study programme. On national level data are used for policy making and its implementation.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

7.3.1. Please specify the nature of these incentives.

Ministry for Higher Education, Science and Tehnology gives additional resources – public notice – for additional activities that allow even more attractive study. In general Slovenian higher educational institutions are autonomous and it is their task to encourage students to complete study. Measures of the higher education institutions to improve the student completion rates include: • formal rules within programmes to improve transition rates within programmes and to improve success on exams (regular supervision of the student work), • awards for students who finish their study with high grades in a shortest period within the generation, individual help (tutors) for less successful students, • monitoring student workload for individual courses (according with ECTS credit system), • incouraging candidates who have not completed their studies to complete them, In the new national Decree for HE financing valid since 2011 within the budget there are 3% of all the HE national budget foreseen for the student completion rates incentives. The new system is going to be implemented in the academic year 2011/2012. Also until the year 2010 the financing of HEIs was based on the number of students, number of graduates and factor of discipline. Thus completion rates affected the funding of HEIs.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

- Academic guidance services
- Career guidance services
- Psychological counselling services

- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The higher education institutions usually provide funding through the budgetary contributions (for extracurricular activities) and through project funding (national project funding or international – ESF funds for Career centre, LdV funding for graduate mobility). Funding also comes from the general lump sum budget that is received by the state.

8.4. What are the main tasks of the services?

The main tasks of the services at the higher education institutions are to offer as much help and support and additional learning opportunities as possible for most of the higher education partners in all areas of their work at the university and in the time of the study. Their task is also to offer insight into other study related matters and activities, so that the overall gain from the period spent at the university contributes to better lives of individuals and their more fruitful use of the competences, skills and knowledge, acquired at the university. The central enrollment office offers information and guidance to high school counselling services in the matters of enrollment requirements and procedures, help students concerning study matters, selection of electives, accommodation (student dormitories), mobility, approval of ECTS credits obtained on other HE institutions and programmes. Student services are offered also on the level of individual faculties/academies with the same purpose, to offer additional support and additional opportunities during the time of study, for the students and staff. In general, student support centres provides for various student services: • co-ordination of tutoring services, • instructions to help students with special needs, • international mobility of graduates, • career guidance to help students finding the employment and to advise about further education decisions and career building, • psychological counselling service, • extra curricular sport and other activities, • teaching about public appearances, • international student mobility, • legal matters, housing, food and transport. Additionally, Slovenian Student Union (SSU) helps students by ensuring quality of education and student life: • it represents student interests and works for their realisation, • it organises and implements activities for students and supports student activities in the fields of culture, sport, education, technology, tourism, international cooperation, public media, civil initiatives and other interest areas of students.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

/

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Regarding the initiatives within the proposed National Masterplan for Higher Education, the arrangement of forms and manners of executing study programmes will be fairer. In the light of lifelong learning, we wish to provide all nationals with an opportunity to exercise their rights – regardless of the period of life in which they decide to study. Part-time study will be only an adapted form of performing of the study programme, which will be executed on a smaller scale compared to full time studies, i.e.

30-45 ECTS per year. Similarly, in this case, the cost of study per year will generally be proportionally lower.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

Regarding the initiatives within the proposed National Masterplan for Higher Education, greater attention will be paid to suitable representation or inclusion of individual social groups in higher education. The composition of students entering higher education, participating in it and completing it at all levels, must reflect the structural diversity of our population. We will develop mechanisms of recognition of groups whose representation is under-average in higher education and study the reasons for such differences. We will form encouragements for their inclusion, which will be a permanent activity of higher education institutions. We will form a system of monitoring of the student body, discovery of obstacles of study and up to-date monitoring of measures and adapting of the system of social transfers on the basis of the findings.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

All programmes must have at least minimal amount of elective courses and at least minimal amount of ECTS credits that can be transferred from any other accredited courses (defined by national law on HE and by rules for accreditation). The national legislation also provides that the 1st cycle professional study programmes should have a proportion of practical training during the study and so do the EU directives for the EU regulated professions. The same goes for the 2nd cycle study programmes where there should be room for applied research, practical problem solving or other forms of knowledge application already during the time of study. The third cycle (doctoral) programmes, which are of three years duration, include 60 ECTS of structured work, the rest is individual research and the doctoral thesis elaboration. In addition to general themes students can choose the themes for their diploma theses, research projects and (on doctoral level) research topics also according to demands and needs of the employers. To enable this the higher education institutions have close contacts /contractual arrangements with the relevant partners on the labour market (potential employers, research institutes, firms and companies, public sector). In addition some higher education institutions statute allows guest lecturers from the industry to be invited to participate in the regulated higher education learning arrangements and study programmes, so that the transfer of knowledge between the institutions of higher education and the wider, labour and research environment is encouraged. Regarding the initiatives of the proposed National Masterplan for Higher Education 2011-2020, polytechnics will primarily offer most contemporary high quality professional and applicable knowledge and competences. The education process will be based particularly on providing professional competences of graduates alongside obtaining the required generic competences originating from the national framework of qualifications, and on more longlasting cooperation with potential users of their knowledge, particularly the economy and the requirements of the region where they operate. The manner of professional teaching will be oriented towards obtaining practical knowledge and skills and the ability to apply the knowledge in various environments, while the curriculum will include practical training, which will have to be guaranteed. The emphasis on encouragement of independent entrepreneurship and obtaining of skills for knowledge management will be greater. In this manner the pathways for the transfer of knowledge or the implementation of research achievements in the economy will be established.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Secondary school leaving certificate (general matura certificate, professional matura certificate)

Route 2: = Equivalent foreign certificate

Route 3: = Special talents tests (academies of art).

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

»izredni študij« part-time study

16.1.2. How do you define it?

via mail

16.1.3. What are the reasons for offering a different student status?

The main reasons for offering a different students status are covered by the initiatives of the lifelong learning. It also supports accessibility of the study for students who cant enroll into full-time study because of the various reasons.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Present Higher Education Law equalizes the status of the regular or part-time students. That means that part-time student have the same rights and obligations as the regular time students. Regarding , all students have the right to health care and other benefits and social transfers (such as food and transportation susidies, scholarships) in accordance with the regulations (when they are not employed). Part-time studies should also be in the content and outcome equal to the full-time students. Applicants for the part-time study can enroll in the same way and within the same time limits as the candidates for the full time studies. However, students on the part-time study programmes have to pay fees. Fees are defined by the Senate of the Higher institution in charge. Reorganization of the part-time study, based on the proposed National Masterplan for Higher Education 2011-2020, will limit the part-time study to 30-40 ECTS per year. However, there will be no tuition fees and the students will obtain the same rights to social tranfer benefits and other students support measures.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

Higher Education Act: (Article 37) The curriculum may be adapted (organization and timing) at the lectures, seminars and practices following the abilities of individual student (as »part-time students«), but only if the nature of the study allows that. The adjustment must be made in a manner and the procedure specified within the statute of the HE in charge. Majority of higher education institutions provide »part-time« study, although only when the same standard of teaching and achieving the learning outcomes is possible. Due to some professional or spatial constraints some study programmes are not offered as part-time, and on the other hand, some of the the doctoral level study programmes are only offered to part-time students.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

The HEIs have their own rules and regulations for recognition of prior non-formal and informal education, which can be determined autonomously. Recognition of non-formal and informal education is also a part of the recognition procedure of ECTS credits in higher education institutions within the study programmes. However, that criteria for RPL has to be defined as an element of the study programme when it is accredited. So students have information about the criteria and procedures for RPL for each study programme. Example of a HE Decree of Procedure and the Criteria for the Recognition of Informally Acquired Knowledge and Skills determines: • Formal education as education completed with a state-approved document (certificate, diploma) and is evaluated according to ECTS. • Informal education as the educational activity that takes place in educational institutions that offer formal education, or outside of them (courses, workshops, seminars) and do not give a student a state-approved education or qualification. • Informal Education (random or informal learning) covers the acquired knowledge based on experience, knowledge through self-education or special interests, as well as knowledge gained through experience learning.

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in most higher education institutions (75% +)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

HEIs have their own transparent rules and procedures covering criteria for RPL. The procedure of recognition is supported by the relevant documentation and evidence of the education and the learning outcomes. Application is usually assessed by the Committee for student affairs on the individual HE institution. The non-formal and informal learning (non-certified courses and work experience, research experience) can be recognised only when the learning outcomes of these activities are well documented and certified (reports, scientific papers, patents, publications by the student). The committee is nominated to validate the application with all the evidence and decides about recognition of learning outcomes and ETCS. The basis for the recognition of the non-formal or informal learning by HE institutes can be: • Certificate or other document certifying that the he complete the program, stating the date and establishment number of credits (if specified) and the content of the program. • Certificate of non-formal education. • Certificate of the practical training, project implementation, etc. • The knowledge that the candidate has acquired by working, self-education and informal learning. • Employer's written recommendations, etc.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Within the proposed National Masterplan for Higher Education 2011-2020, informal and formal learning will continue to be the personal right and the subject to assessment of higher education institutions. Informal learning includes all learning completed in environment outside the system of acquisition of formal education or level of education. It includes various courses, seminars, training, conferences and such. In the next decade, we will encourage higher education institutions and higher vocational colleges to facilitate flexible teaching paths and recognition of previously acquired knowledge and competences, which must in any case be in accordance with the set academic standards.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

Now

2. 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

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

EUR

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

Other:

Students on private HE institutions: Students in the programmes not funded by the State, including third cycle students, second cycle students with access qualifications equivalent to the second cycle qualifications or equivalent.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

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

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1500 EUR

Maximum amount = 7500 EUR

Most common amount = 2500 EUR

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

»Part-time« students have to pay the fee. The fees are calculated for individual study programmes and their specific provision. The maximum fees are paid by part-time students on certain study fields; for example on the field of economy for consortium provision. The minimum amount is paid by part-time students of most of the first and second cycle study programmes and the doctoral study programmes, which are co-financed by the government. The co-financing is for the study programmes, which are expiring and giving way to the new third cycle doctoral study programmes. The »old« doctoral programmes are going to expire at the end of the study year 2015/2016.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

No data.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 1700 EUR

Maximum amount = 12000 EUR

Most common amount = 3000 EUR

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The HE students who study part-time pay the fees. The fees are calculated for individual study programmes and their specific provision. The minimum amount is paid by part-time students of most of the second cycle study programmes, which are co-financed by the government.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The HE students who study part-time pay the fees. The fees are calculated for individual study programmes and their specific provision. The maximum fees are paid by part-time students on certain study fields; for example economy.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

NO data.

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

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

As international students are considered students, citizens of other countries. The international students are further divided into two groups: the EU member states citizens are treated exactly the same as national students, the third country students are treated as national part-time students. Thus the EU member states students at HE institutions pay the same participation fees as the national. In the case if they come from the third country, which does not have an agreement with Slovenia on education and fees in HE, they pay the same fees as the national »part-time« students.

9. Who defines the fee amounts for any student in the first cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

Other

Higher education institutions define the fee amounts. Ministry for higher education, science and technology recommends and restricts the fee for public institutions. Regulations of the tuition fees define, which elements can be calculated in the amount of the fee, but it does not set the limit on the amount.

Private HE institutions define their own fee. Private HE institutions have no limits regarding the fees

10. Who defines the fee amounts for any student in the second cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

Higher education institutions can define their fees, but they have to be approved by the central/regional authority

Central/regional authority defines the value range of fees

Higher education institutions define the fee amounts. Ministry for higher education, science and technology recommends and restricts the fee for public institutions. Regulations of the tuition fees define, which elements can be calculated in the amount of the fee, but it does not set the limit on the amount.

Other

Private HE institutions defines its own fee. Private HE institutions have no limits regarding the fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants for students and tax benefits for parents

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

Slovenia has public grants.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

22

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 58,19 EURO

Maximum = 313,7 EURO

Most common = 155,14 EURO

13.4. Which second cycle students are eligible to receive **grants and/or scholarships**?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

16

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

min: 58,19 EURO, max: 313,7 EURO, most common: 155,14 EURO

13.5. What percentage of all students receives a grant and/or scholarship?

29

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Later

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Later

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Doctoral students are required to pay tuition fees, which they cover by themselves or obtain from an additional source of financing. Until now, their tuition fees may be partly covered by the public funds, but only if the higher education institution in which they have enrolled, met the conditions required in the public tender for co-financing of the doctoral studies funded by the state budget. However, in the current academic year (2010/2011) the State published the public tender for new Innovative schemes for financing PhD students, for which part of the funds are provided from the state budget and part from the European Social Fund.

30. Please explain any differences in the fees they 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.

In the first and second study cycle programmes normally only »part-time« students have to pay tuition fee. However, in the doctoral programmes all students are required to pay tuition fees, regardless of the type of study (»full-time« or »part-time«). Thus the doctoral students are responsible for arranging an additional source of financing (competitive tenders, other sources of funding, etc.)

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Tuition fee have to pay all third cycle programme students, regardless of their employee status or the type of study. (»full-time«, »part-time«).

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

In third study cycle, the entire system of funding doctoral studies will be renewed with all of the existing schemes being more complementary to each other: Young Researchers Scheme, Young Researchers in Economy and new Innovative Scheme of co funding doctoral study. The State will, to ensure suitable numbers of researchers and regeneration of staff, fund the costs of the doctoral studies of a certain number of candidates; other doctoral candidates will have to cover the fees themselves entirely. In any case, we will limit the definition of the number of places for doctoral studies in accordance with the capacities of universities, including the number of tutors. In determining the number of candidates whom the State will fund the costs of doctoral study, in selecting areas, the integral development of all disciplines will be protected, and considerably more funds will be intended for areas set as national priorities. The selection of candidates will be carried out by universities.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Ministry of Higher Education, Science and Technology

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

It is important to note, however, that the National strategy on internationalisation is to be adopted in the following year. Main features are already included in the draft National Master Plan for Higher Education 2011-2020, which will be adopted in the following months. One of the main priorities of this plan is internationalisation.

The draft includes several goals and benchmarks for mobility including the actions and responsibilities for it. Some of the goals to be reached are in line with the Bologna targets 2020.

The proposed benchmarks are as following:

- Until 2020 20% of graduates will be mobile.
- Until 2020 at least 20% of doctoral study programmes will be joint programmes with the best foreign Higher Education Institutions
- Until 2020 at least 10% of students at Slovenian Higher Education Institutions will be foreign students
- Until 2020 at least 10% of academic staff will be foreigners
- Until 2020 the level of research conducted in collaboration with foreign Higher Education and Research Institutions will be doubled

Besides, special emphasize is also given on cooperation with foreign countries for mobility and institutional cooperation with particular focus on the Western Balkan and Euro – Mediterranean regions.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: beginning of 2011

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			10% of foreign students by 2020
Outbound		20% of graduates till 2020	
No target			

C.2.a Please provide a reference for the target.

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/odnosi_z_javnostmi/8.9.10_NPVS.pdf

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

There is special target for doctoral students - "at least 20% of doctoral students should study in joint doctoral study programmes"

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

At least 10% of foreign academic staff until 2020

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	yes	yes	yes	yes
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East	yes			
Africa	yes			
Asia				
Other (please specify)	Western Countries and Mediterranean region			

C.4.b If you have regional priorities, please give reasons.

C.4.c There are two main reasons concerning WB countries:

- the Slovenia's commitment to EU integration of the Western Balkans and
- having been part of the same common state in the past, Slovenia has a long tradition of cooperation in student exchange. Students from the newly independent states in the Western Balkans and the Slovenes studying in the Western Balkans have now been migrating for almost a century. Our intention is to create an area of inter – regional mobility as a model of good practice already by 2012.

For the Mediterranean area and other parts of the world:

- focus on fast developing HE systems

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The national strategy (that will be adopted in the beginning of 2011) will be monitored annually. Special independent expert group will evaluate the implementation and impact, report to National Council for HE and the government that is responsible to take immediate action based on the report. Every second year the report will also be sent to the Parliament.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

International goals are part of institutional strategies.

University of Ljubljana:

http://www.uni-lj.si/en/about_university_of_ljubljana/ul_strategy.aspx

(abstract in English)

University of Primorska:

http://www.upr.si/fileadmin/user_upload/univerza/SREDNJEROCNA_RAZVOJNA_STRATEGIJA_UP_2009_2013_ZADNJA.pdf

(in Slovene language only)

University of Nova Gorica:

<http://www.p-ng.si/en/about-university/strategy/>.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states,		

EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)	The national scholarship (which is one of several scholarship options) can be awarded only for such a study programme at foreign universtiy (accredited) which is not offered in Slovenia.	
Other restrictions apply (please specify)		
No restrictions apply		national scholarships are transferable for credit mobility

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	yes	yes
Loans for outgoing students		yes
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

For all incoming credit mobility students within LLP and CEEPUS programme Slovenia provides:

- accomodation at the students dormitories;
- food coupon (subsidised nutrition);
- subsidised public transport;
- special language courses.

International offices provide reception programmes and support services as well

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

- Portability working group report

- Eurostudent reports for Slovenia

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		2
Recognition		1
Language	1	
Curriculum/Study organisation		3
Legal issues	3 (visa regimes and similar obstacles)	
Motivating and informing students	2	
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Many times students report troubles with overloaded study programmes that don't allow mobility. Recognition in these cases is not done properly.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

In Slovenia there are several programmes and measures implemented:

- bilateral scholarship schemes;
- regional scholarship schemes;
- national scholarship schemes for outgoing and incoming students;
- national cofinancing of certain mobility programmes;
- bilateral agreements that abolish tuition fees for students from certain countries (Western Balkans);
- support services for foreign students;
- constant information and promotion of studying abroad for Slovene students;
- RPL procedures implemented at HEIs

In addition to existing measuer in the proposed HE strategy we plan to:

- change the regulation about slovene language;
- introduce financial incentives for internationalisation activities as part of variable funding of HEIs;
- mobility will also be one of the criteria for variance in fixed funding for HEIs;
- introduce more funds for supporting mobility of students and staff (f.e. more scholarships and other financial support);
- offer support and attractive environment for foreign staff.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

There are several evaluations of existing measures.

In the forthcoming strategy we plan to monitor the effects of these measures annually (check whether the targets for each HEI are met). The institutions will also be evaluated every 3 years based on peer review which will be the basis for negotiations for additional funds for HEI.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

- Evaluation reports commissioned by the European Commission;
- National evaluation of previous Master plan for HE and its effects.

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	3	
Incompatibility of pension and/or social security systems	1	2
Legal issues	2	1
Other, please specify:		Institutional staff regulation and distribution of workload.

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

Staff mobility is supported by regional and multilateral mobility programmes as well as by HEIs.

In the proposed HE strategy we plan to:

- change the regulation about usage of slovene language in HE legislation;
- change all the administrative regulations to ease the process of employment for foreigners (work permits regimes etc);
- make the working conditions more attractive for foreigners (salaries and other support mechanisms);
- stimulate (including financially) HEIs for enabling their staff to be mobile.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

We will monitor the effects of these measures annually (check whether the targets for each HEI are met). The institutions will also be evaluated every 3 years based on peer review which will be the basis for negotiations for additional funds for HEI.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			
approximately the same number of incoming and outgoing students		yes	yes
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

-Statistical Office of the Republic of Slovenia

- CMEPIUS - Center of the Republic of Slovenia for Mobility and European Educational and Training Programmes

- EUROSTAT

- Statistical data for HE system 2010:

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/statistika_visokega_solstva_07072010.pdf

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

It is considered as the concept in which the numbers of incoming and outgoing individuals are approximately the same.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

More incoming students from Western Balkans (they represent the majority of foreign students in Slovenia).

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: Look at answers above.