



1. Policy/practice

* Title	Module based vocational education programmes
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* Keywords (These should also refer to themes relevant to other objectives groups where appropriate)	vocational education programmes, training institutions, life long learning, modules
* Duration of policy/initiative	2 years
* Outline, Summary (max. 500 characters)	Development of vocational education programmes is inevitably tied to economic, technological and social progress in the whole society. Schools, training institutions and developmental institutions have to be able to promptly respond to the changes that mark each individual and the society. These changes have influenced VET in Slovenia for many years thus influencing the development of new Starting points for development of educational programmes and the issuing of new Vocational and Technical Education Act (2006). Development of VET is focused on implementation of life long learning principles and achieving generic and vocational competences. Modular and competences based curriculum is a direction that should equip students with relevant skills and competences for active participation in personal, social and occupational life. VET in Slovenia is being developed by bearing in mind the afore mentioned national objectives and our distinctive features, at the same time also incorporating objectives, principles and instruments approved at the European level declared in the Copenhagen Declaration and other documents that follow it. Also the stress on the quality in VET has been put on the national level as well as on the European level. Primary goal of the curricula modernization in Slovenia are flexible, open and comparable vocational education programmes on the European level. Programmes are developed following the technological and social development and will be able to constantly pursue sectoral and regional development. Companies and other social partners are invited to be actively involved in the planning phase as well as in the implementation phase. Through the education process the students will acquire competences to master comprehensive working tasks and also acquire a qualification. Furthermore it is essential that the programmes enable the students to develop generic competences that ensure greater flexibility on the labour market. In this context learning should be organized in such a way that will enable integrated obtaining of general knowledge, professional theory and practical skills. Through all these goals we can achieve greater autonomy for schools and bigger flexibility in programmes' contents.

2. Background

* Related national/regional policies/initiatives
The new Vocational Education and Training Act (Official. Gazzete, 79/2006) lays down a new framework for the functioning

¹ Please note that it is important to provide the details of an individual who may be contacted by the consultants should they require further information.



and development of the VET system in Slovenia. On the one hand, the legislator reinforced the autonomy and development role of schools; while on the other hand, it reinforced the significance of quality identification and assurance at level of providers and at national level. The Act highlights the significance of the comprehensive system of quality management taking into consideration the Common European Framework on Quality Assurance in VET. This framework represents the basis for quality indicators determined by competent professional bodies, and each school will (if it still failed to do so until now) establish a quality assurance group. The Act also sets out the relevance of a common system for quality determination and assurance in VET conducted by a public institution or other organisations set up with the view to develop VET.

3. **Content of policy/initiative**

* **Implementation** (*programmes, methods, measures and actions*)

Agriculture, horticulture and forestry are three of many sectors where the modular structured educational programmes were developed. At the moment there are four three year programmes developed: Countryside entrepreneur, Gardner, Floral designer, Forest worker; and there are three for year programmes: Horticultural technician, Forestry technician, Agricultural entrepreneurship technician.

Programmes' structure permit to upgrade and update the contents allowing the students to acquire different qualifications (see pictures)



Educational programme Countryside entrepreneur (3 year programme)

<i>optionally elective modules</i> 1/12	Operating agricultural machinery 5 CP	Management of alternative sources of energy, materials and environment 5 CP	Basics in forestry 5 CP	Production of vegetables in protected environment 5 CP
	Production of biogas 5 CP	Management of recreational and sports green facilities 5 CP	Care of horses and training of riding 5 CP	Biologic sewage plants and composting facilities 5 CP
<i>optionally elective modules</i> 1/4	Crop production 5 CP	Animal breeding 5 CP	Production and processing of wine grapes 5 CP	Fruit production 5 CP
<i>optionally elective modules</i> 1/2	Forage production 7 CP	Planting of permanent crop 7 CP		
<i>mandatory elective modules</i> 1/1	Agricultural production and breeding with agricultural machinery 16 CP			
<i>basic modules in biotechnology</i> 3/3	Basics in plant production with plant protection 5 CP	Basics in marketing and entrepreneurship 5 CP	Basics in operating machinery 5 CP	
<i>common basic modules in biotechnology</i> 2/2	Environment protection with basics in sustainable development 4 CP	ICT and basics in business communication 5 CP		



Educational programme Gardner (3 year programme)

<i>optionally elective modules</i> 1/4	Tree and Reed growing 10 CP	Built element on green areas 10 CP	Production of vegetables 10 CP	Management of recreational and sports green facilities 5 CP
<i>optionally elective modules</i> 1/2	Production of decorative plants 13 CP	Planning of green areas 13 CP		
<i>common basic modules in horticulture</i> 1/1	Basics in horticulture 10 CP			
<i>basic modules in biotechnology</i> 3/3	Basics in marketing and entrepreneurship 5 CP	Basics in plant production with plant protection 5 CP	Basics in operating machinery 5 CP	
<i>common basic modules in biotechnology</i> 2/2	Environment protection with basics in sustainable development 4 CP	ICT and basics in business communication 5 CP		



Educational programme Floral designer (3 year programme)

<i>optionally elective modules</i> 1/3	Floral design for weddings 5 CP	Floral design for funerals 5 CP	Manufacturing of floral decorations and buquets 5 CP
<i>mandatory modules</i> 2/2	Designing floral decorations 13 CP	Preparation and manufacturing of material for decorations 10 CP	
<i>common basic modules in horticulture</i> 1/1	Basics in horticulture 10 CP		
<i>basic modules in biotechnology</i> 2/2	Basics in plant production with plant protection 5 CP	Basics in marketing and entrepreneurship 5 CP	
<i>common basic modules in biotechnology</i> 2/2	Environment protection with basics in sustainable development 4 CP	ICT and basics in business communication 5 CP	



Educational programme Forest worker (3 year programme)

<p><i>optionally elective modules 2/3</i></p>	<p>Use of wood 5 CP</p>	<p>Basics in game management 5 CP</p>	<p>Forest tree growing 5 CP</p>
<p><i>mandatory modules 3/3</i></p>	<p>Cutting of timber 12 CP</p>	<p>Extracting and hauling of timber 7 CP</p>	<p>Maintenace of forrest functions 14 CP</p>
<p><i>basic modules in biotechnology 1/1</i></p>	<p>Basics in operating machinery 5 CP</p>		
<p><i>common basic modules in biotechnology 2/2</i></p>	<p>Environment protection with basics in sustainable development 4 CP</p>	<p>ICT and basics in business communication 5 CP</p>	



Educational programme Agricultural entrepreneurship technician (4 year programme)

<i>elective modules</i> 3/5	Maintenance and management of natural scenery 5 CP	Crop production 5 CP	Fruit production 5 CP	Production and processing of wine grapes 5 CP
	Animal breeding 5 CP			
<i>mandatory modules</i> 6/6	Farm management 8 CP	Marketing and consultancy in agriculture 5 CP		
	Plants protection 5 CP	Agricultural production and breeding with machinery 16 CP	Forage production 7 CP	Planting of permanent crop 7 CP
<i>basic modules in biotechnology</i> 1/1	Marketing and entrepreneurship 5 CP			
<i>common basic modules in biotechnology</i> 2/2	Sustainable development 5 CP	ICT and business communication 5 CP		



Educational programme Horticultural technician (4 year programme)

<p><i>elective modules</i> 1/4</p>	<p>Tehnology in horticulture 15 CP</p>	<p>Maintenance and management of natural, cultural and urban landscape 15 CP</p>	<p>Decorating living and business spaces with floral arrangements 5 CP</p>	<p>Designing the landscape with plants 15 CP</p>
<p><i>mandatory modules</i> 8/8</p>	<p>Logistics in horticulture 4 CP</p>	<p>Special plant protection 5 CP</p>	<p>Basics in design in horticulture 5 CP</p>	<p>Basics in horticultural technology 5 CP</p>
	<p>Basics in landscape design 7 CP</p>	<p>Marketing and promotion of Slovene products and services 5 CP</p>	<p>Horticultural machinery 5 CP</p>	<p>Production of decorative plants 5 CP</p>
<p><i>basic modules in biotechnology</i> 1/1</p>	<p>Marketing and entrepreneurship 5 CP</p>			
<p><i>common basic modules in biotechnology</i> 2/2</p>	<p>Sustainable development 5 CP</p>	<p>ICT and business communication 5CP</p>		



Educational programme Forestry technician (4 year programme)

<p><i>elective modules</i></p> <p>3/4</p>	<p>Primary wood processing</p> <p>7 CP</p>	<p>Tehnologies in forestry</p> <p>7 CP</p>	<p>Forest tree growing</p> <p>7 CP</p>	<p>Forest ecology</p> <p>7 CP</p>
<p><i>mandatory modules</i></p> <p>5/5</p>	<p>Work organization in forest</p> <p>13 CP</p>	<p>Marketing of wood</p> <p>11 CP</p>	<p>Maintenance of forest landscape</p> <p>7 CP</p>	
	<p>Management with wild fauna</p> <p>7 CP</p>	<p>Forest growing and protection</p> <p>10 CP</p>		
<p><i>common basic modules in biotechnology</i></p> <p>2/2</p>	<p>Sustainable development</p> <p>5 CP</p>	<p>ICT and business communication</p> <p>5CP</p>		



* Scope or level: national, regional, local
National level

* Partners involved <i>(in the design, implementation and evaluation of the policy/initiative)</i>	
Design phase	Ministry of Education and Sport Institute for Vocational Education and Training Vocational Schools
Implementation phase	Institute for Vocational Education and Training Vocational Schools

Target Group(s) and beneficiaries <i>(definition and estimated numbers)</i>
Schools Teachers Students

4. **Outcomes and results**

* Outcomes, specific achievements; Perceived strengths, weaknesses and priorities for improvement <i>(qualitative and quantitative evidence)</i>

Methodology and procedures in development and formal adopting of vocational education programmes

Methodology for development of vocational education programmes is based on the Starting points for development of vocational educational programmes that are adopted by the Council of Experts for VET and approved by the Minister responsible for education. The Starting points define the strategic VET policy in Slovenia and especially new concepts in development of vocational education programmes. The procedure of adopting the programmes is defined in the Organization and Financing of Education and Training Act.

Each educational programme is developed in partnership between the state, economy and other users and schools. At the starting phase the companies specify occupational standards that are defined as a programme's learning outcome. With occupational standards we are able to respond to technological, economic and social changes, to new forms of work organization and the use of ICT in working and professional life. In the phase of developing educational programmes we also consider life long learning principles and principle of learning for life in a modern society.

On the basis of occupational standards educational programme is developed. The Starting points introduced modular structured programmes and valorised programmes with credit points with a higher degree of curricula flexibility. Educational programmes are modular structured thus enabling a higher degree of integration of general and professional knowledge and practical skills. Integration can be also noticed in the preparation of catalogues of knowledge where the goals are defined in such a way that they integrate occupational and key competences (interdisciplinarity and integration of general knowledge into the professional knowledge).

The national level in Slovenia is responsible for only 80 % of professional and vocational part of the curriculum (general education part remains at 100 %). The remaining 20 % is labelled as the open curriculum which is defined by the school in cooperation with social partners at local level. Introducing that, we wanted to contribute to the responsiveness of programmes and meet local needs of the market. Thus, schools are also given an opportunity to respond to the needs of their students, either to their career interests or to provide for conditions to successfully pursue a further learning path.

Modules are defined as programme units in lower and secondary VET educational programmes. The module represents a complete unit of objectives and contents integrating professional, theoretical, practical and general knowledge. Individual modules (or several modules) can also lead to the acquisition of a national vocational qualification (system of recognition and assessment of non-formal learning) and conform to provisions governing the field. Common basic modules comprising basic professional and theoretical knowledge and generic competences in a certain field. Mandatory elective modules are determined on the basis of elective criteria and the number of modules an individual has to choose to satisfy minimum criteria for obtaining a vocational or professional title. In other words, an individual is operationally qualified to perform two or more occupational standards. Optionally elective modules are offered by schools in the open curriculum and can also entail new qualifications from a different programme or even field.

One of the key decisions to be taken when elaborating programmes is how to determine the ratio between mandatory and elective modules. In this process, we attempt to find answers to the question of what constitutes basic knowledge and competences in a professional field, and how many elective modules an individual has to select to satisfy minimum criteria for being awarded a vocational or professional title.

Elective modules train for specific competences laid down in occupational standards and for additional competences



foreseen in the open curriculum. They provide for increased flexibility of educational programmes (schools make a specific offer) and electiveness (students select offered modules in accordance with their interests).

Within each educational programme we also define assessment catalogues for a final examination (in three year programmes) or for vocational matura (in four year programmes).

At the end each programme has to be coordinated among all the social partners and then it can be adopted by the Council of Experts for VET and by the Minister responsible for Education.

Training institutions and schools that implement modular structured programmes

Modular structured programmes are implemented by schools and other training institutions that enrol adult students. At the moment the programmes are implemented through developmental projects with the professional support from the National Education Institute and National Institute for Vocational Education and Training.

A so-called implementing curricula is developed by the school that has to follow the framework set in the national curricula. School defines the goals, contents and modules within the open curricula and also determines organization and ways of implementing the whole programme. Students are offered to select offered modules in accordance with their interests and the school makes an agreement with them about the on the job training. In the process they cooperate with the local companies and other interested groups. Curriculum has to ensure equal right to a learning process and guidance irrespective of a form of implementation. Curriculum also ensures individualized learning paths for every student. And also, curriculum has to foster proper support and guidance for on the job training especially at the beginning. School is responsible for student's individual learning progression by planning and monitoring their activities and assessing how the goals are achieved.

Sources of the information provided

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