



METHODOLOGICAL EXPLANATION

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GRADUATES FROM TERTIARY EDUCATION

This methodological explanation relates to the data releases:

- Graduates from tertiary education, Slovenia, annually (First Release)
- Graduates from tertiary education, detailed data, Slovenia, annually (Electronic Release)
- Tertiary graduation rate, Slovenia, 2020 (Experimental Statistics)



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1 PURPOSE

The purpose of publishing the data on tertiary education graduates is to present the annual number of new graduates who have completed publicly recognized study programmes at higher education institutions and higher vocational colleges in the Republic of Slovenia.

2 LEGAL FRAMEWORK

- [Annual Programme of Statistical Surveys \(LPSR\)](#)
- [National Statistics Act \(OJ RS, No. 45/95 and 9/01\)](#)
- Regulation (EC) No 452/2008 of the European Parliament and of the Council of 23 April 2008 concerning the production and development of statistics on education and lifelong learning (CELEX: [32008R0452](#))

Data are internationally comparable and are included in European statistics.

3 UNIT DESCRIBED BY THE PUBLISHED DATA

The unit described by the published data is a graduate who successfully completed undergraduate or postgraduate education in a given (observed) calendar year in a publicly recognized study programme at higher education institution or at higher vocational college.

4 SELECTION OF OBSERVATION UNIT

The unit described by the published data on graduates from tertiary education is a graduate who completed a publicly recognized study programme in a higher vocational college and at a university.

Coverage is complete.

The survey covers all tertiary education graduates in the Republic of Slovenia (around 16,000 graduates per year).

5 SOURCES AND METHODS OF DATA COLLECTION

Data are collected annually.

The data for this survey are obtained from an administrative source.

The data on higher education graduates are obtained directly from the Records and analytical information system for higher education (eVŠ) administered by the Ministry of Education, Science and Sport (MVZI). The eVŠ is an analytical tool that facilitates regular monitoring of the higher education system and its policies.

Data on graduates of higher vocational education are obtained from the Central record of participants in education and training (CEUVIZ), whose administrator is the Ministry of Education (MVI).

Sources used for the calculation of completion rates of tertiary education:

- Graduates in tertiary education (ŠOL-DIPL-TERC),
- Students in tertiary education (ŠOL-ŠTUD),
- Statistical register of employment (SRDAP),
- Population structure (DEM-PREB/ČL),
- Students in pre-tertiary education and those who completed education at these levels (ŠOL-DOTERC).

6 DEFINITIONS

Education (and training) is an activity that relates to recognizing, accepting, giving and/or creating knowledge, developing skills, developing personal and professional competencies and values. The most common organizational form of educational or training activities is educational or study programme.

Tertiary education covers higher vocational and higher undergraduate and postgraduate studies taking place at public and private vocational colleges and public and private higher education institutions. The ŠOL-DIPL-TERC survey refers only to institutions implementing publicly recognized tertiary education study programmes.

A student is a person who enrolls in a vocational college or a higher education institution on the basis of a call for applications and who studies according to the undergraduate or postgraduate study program. The student status is proven by a student card. Candidates for graduation who have student status are also considered to be students.

A graduate is a person who completes all obligations in a study program to obtain a higher vocational, higher undergraduate or higher postgraduate diploma in a vocational college or a higher education institution. The ŠOL-DIPL-TERC survey refers only to graduates from publicly recognized tertiary education study programmes.

Tertiary completion rate describes the percentage of students who enter a tertiary programme and who graduate from it a given number of years later.

Vocational colleges perform programs for obtaining post-secondary vocational education and advanced vocational programs (OJ RS, No. 86/04).

Higher education institutions are universities, faculties, academies of art and professional higher education institutions.

A university is a legal person within which faculties and art academies but possibly, also professional higher education institutions are established. A university provides the development of science and professional competence and in the educational process via faculties, art academies and professional higher education institutions transmits knowledge from several fields of science and arts. A university can directly organize the implementation of scientific-research and interdisciplinary study programs.

A faculty performs predominantly scientific research from one or several related fields of science and takes care of their development.

An arts academy performs predominantly artistic and educational activity from one or several related fields of arts and takes care of their development.

A professional higher education institution performs educational activity from one or several related fields and takes care of their development. It can also perform research or artistic work if thus determined by the establishment act.

Educational or study programme is a form of organization in which learning activities are organized as a series, where with different methods of learning/teaching different subjects are learnt/taught. Educational programs are defined based on their content as a series of activities organized in order to achieve a predetermined goal or a specific set of educational tasks.

Type of education is the lowest classification level according to the national classification of types of educational activities/outcomes KLASIUS-SRV. The following types of education, which they have completed, classify graduates:

- Short-cycle higher vocational education,
- Short-term higher education (former),
- Professional higher education (former),
- Professional higher education (1st Bologna cycle),
- Academic higher education (1st Bologna cycle),
- Academic higher education (former),
- Master's education (2nd Bologna cycle) – uniform master's,
- Master's education (2nd Bologna cycle) – after completing 1st Bologna cycle,
- Specialization education,
- Education leading to magister degree (former),
- Education leading to doctorate of science (3rd Bologna cycle),
- Education leading to doctorate of science (former).

According to the KLASIUS-SRV classification, master's education (2nd Bologna cycle) is not separated into uniform master's and after completing 1st Bologna cycle, but due to the specific nature of integrated master's study programmes, we consider them separately. To differentiate between the two, both have additional description in the name, – uniform master's and – after completing 1st Bologna cycle.

The KLASIUS-SRV classification distinguishes between three categories of specialization education: post-secondary education (previous), post-secondary education (previous) and post-university education (previous). It is not possible to distinguish all three types in this survey, which is why all graduates of specialization education fall into one (joint) category.

Field of education is as a rule determined indirectly through educational or study programme, which the person was attending or finished. The field of education is a subject-specific characteristic (content) of the programme. The national classification KLASIUS-P-16, which replaced the previous version of KLASIUS-P and is based on the International Standard Classification of Education: Fields of Education and Training ISCED-F 2013, is used to classify programme by field of education.

7 EXPLANATIONS

7.1 CLASSIFICATIONS

Data on tertiary education graduates by educational attainment and by fields of education are classified using the **Classification System of Education and Training (KLASIUS)**, namely KLASIUS-SRV and KLASIUS-P-16. More information about KLASIUS can be found on the [KLASIUS](#).

For international data reporting the last validated **ISCED mapping** based on ISCED 2011 is used. More information about ISCED mapping can be found on the [ISCED mappings](#).

Data on tertiary education graduates are territorially classified according to the **Standard classification of territorial units (SKTE)**, at the level of municipality, and according to the **Nomenclature of Territorial Units for Statistics (NUTS)**, at the level of cohesion region (NUTS 2) and at the level of statistical region (NUTS 3).

More information about classifications can be found on the [Classifications and codes](#).

7.2 DATA PROCESSING

DATA EDITING

Data were edited with the combination of systematic corrections, individual corrections and imputation procedures. The following imputation methods were used: logical imputations, hot-deck imputations and historical imputations.

For more, see the general methodological explanations [Statistical data editing](#).

WEIGHTING

Weighting was not performed.

SEASONAL ADJUSTMENT

Seasonal adjustment was not performed.

7.3 INDICES

Indices are not published.

7.4 PRECISION

The survey is not conducted on the basis of a random sample, so precision is not calculated.

7.5 OTHER EXPLANATIONS

Data that are statistically protected to respect the confidentiality of reporting units are replaced with the letter »z«.

Before 2012, all data on higher education graduates were obtained from the administrative databases of individual higher education institutions or collected by the paper questionnaire ŠOL-DIPL-TERC. Since 2012, data on higher education graduates have been obtained directly from the eVŠ (MIZŠ) and subsequently published by the fields of education in accordance with the KLASIUS-P classification (before only according to the international classification ISCED 97). By switching to eVŠ data, the classification of double degree study programmes graduates into both related fields of education became possible. For this reason, decimal values appear in the data on graduates by field of education. As a result, there are some minor discrepancies between the data from 2012 and before 2012.

Data on graduates by fields of education for 2017 were published according to both versions of the classification, KLASIUS-P and KLASIUS-P-16.

From 2018 onwards, data on graduates by fields of education have been published according to the latest classification KLASIUS-P-16.

From 2023 onwards, data on graduates of higher vocational education will be collected directly from CEUVIZ (MVI). Data collection by means of a paper questionnaire has been discontinued.

Experimental statistics: Tertiary completion rates

Based on the methodology of Eurostat and OECD SURS is developing an indicator on tertiary completion rates. The methodology as well as the content and different aspects of the indicator are not yet final, therefore, the data are published as experimental.

Tertiary completion rates are calculated using data on **new entrants** (e.g. students entering tertiary education for the first time in a given year) to tertiary education for following types of education: short-term higher, higher professional and academic (1st cycle) and uniform master (long first degree) education. With linking the data we follow these students study pathways. Finally, we check on the status of their graduation at the end of the theoretical duration of the study programme (N) and again 3 years later (N+3).

Reference years for the calculation of the indicator are N and N+3. Academic entry year that determines the new entrants cohort is then calculated according to theoretical duration of each type of education. Theoretical duration is the regulatory or common-practice time it takes for a full-time student to complete a type of education. We calculate theoretical duration using official duration plus an additional year for graduating.

Main time points for calculating tertiary completion rates for each type of education (example for the reference year N+3 = 2020)

Type of education	Academic year for new entrants (N minus theoretic duration)	Theoretic duration of the programme (N)	Theoretic duration of the programme + 3 years (N+3)
Short-term higher	2014/15 (N – (2+1))	2017	2020
Higher professional education	2013/14 (N – (3+1))	2017	2020
Higher academic education	2012/13 (4-year programmes) (N – (4+1)) or 2013/14 (3- year programmes) (N – (3+1))	2017	2020
Master (long first degree)	2011/12 (5- year programmes) (N – (5+1)) or 2010/11 (6- year programmes) (N – (6+1))	2017	2020

In the calculation only new entrants with **full-time** status are taken into account. They may have switched status during their studies, which is irrelevant for this indicator.

While following students study pathways we are interested in their status at the beginning of the 2nd year of their study (still enrolled, transferred to another level, not enrolled anymore) and finally if they graduate from the same type and field of education or not. For those that do not graduate in time we check if they are still in tertiary education and if not whether they have been employed during their study.

A variety of factors can influence tertiary completion rates. This indicator analyses the completion rate of tertiary students by:

- type and field of education,
- sex,

- students prior educational attainment (upper secondary education orientation),
- parents educational attainment.

8 PUBLISHING

- SiStat Database: [Education](#) - Tertiary education - Tertiary education graduates - general overview (absolute figures)
- SiStat Database: [Education](#) - Tertiary education - Graduates from higher education (absolute figures)
- SiStat Database: [Education](#) - Tertiary education – Tertiary completion rates
- First Release (Education, Tertiary education): »Graduates from tertiary education«.
- Electronic Release (Education, Tertiary education): »Graduates from tertiary education, detailed data«.
- Experimental statistics (Education, Tertiary education): »Tertiary completion rate, Slovenia, 2020«.
- [Statobook](#)
- [Education at a glance](#)
- EUROSTAT (Statistical Office of the European Union)
- United Nations (UN)
- The Organisation for Economic Co-operation and Development (OECD)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

9 REVISION OF THE DATA

9.1 PUBLISHING OF PRELIMINARY AND FINAL DATA

Provisional data are not disseminated. Only final data are published.

9.2 FACTORS INFLUENCING COMPARABILITY OVER TIME

In years prior to 2009, data on tertiary education graduates were collected with three separate surveys:

- Statistical survey on graduates of undergraduate tertiary education study programmes (ŠOL-DIPL),
- Statistical survey on masters of science or art and specialists (ŠOL-MAG) and
- Statistical survey on doctors of science (ŠOL-DR).

Since 2009, these three surveys are merged and conducted as a single survey (ŠOL-DIPL-TERC). In 2009, however, survey results began to be published only in aggregate form and no longer presented by individual higher education institutions and study programmes, so a break in the time series occurred.

As the target population of the survey, the higher education graduates remained unchanged in all the observed years, the data by type of education are comparable over the entire time period, namely data on undergraduate graduates, masters of science and specialists from 1948 onwards, and data on doctors of science from 1965 onwards.

10 OTHER METHODOLOGICAL MATERIALS

Methodological materials on SURS's website are available at <https://www.stat.si/statweb/en/Methods/QuestionnairesMethodologicalExplanationsQualityReports>.

- Questionnaire:
 - SURS does not collect data for this survey by using a questionnaire.
- Quality report for the survey:
 - Tertiary education graduates (ŠOL-DIPL-TERC)

theme: Education, sub-theme: Tertiary education