SLOVENSKO
OGRODJE
KVALIFIKACIJ

Diplomirani organizator kadrovskih in izobraževalnih sistemov (UN)/diplomirana organizatorka kadrovskih in izobraževalnih sistemov (UN)

Selected qualifications

Name of qualification	Diplomirani organizator kadrovskih in izobraževalnih sistemov (UN)/diplomirana organizatorka kadrovskih in izobraževalnih sistemov (UN)
Translated title (no legal status)	Bachelor of Arts of human resources and educational systems organisation
Type of qualification	Diploma prve stopnje (UN)
Category of qualification	Izobrazba
Type of education	Academic bachelor's education
Duration	3 years

Credits

180 credits

Admission requirements

In order to enrol in the university study programme Organization and Management of Human Resources and Educational Systems candidates must have completed:
• Matura, or
• vocational matura in any secondary school programme and an examination in one of the following matura subjects: Physics, Chemistry, Biology, Geography, History, Psychology, Philosophy, Sociology, Economics, Mechanics, Electrotechnology, Computer science or Biotechnology. The selected subject may not be the subject that the candidate has already taken in the vocational matura; or
• any four-year secondary school programme prior to 1 June 1995.

ISCED field

Field
Poslovne in upravne vede, pravo

ISCED subfield

subfield poslovanje in upravljanje, menedžment

Qualification level

SQF 7
EQF 6
First level

Learning outcomes

The qualification holder will be able to:

General competences:

General competences of a graduate of the first-cycle university study programme Organisation and management of human resources and educational systems:

Students acquire professional knowledge by studying theoretical and methodological concepts, competence to transfer and apply theoretical knowledge in practice and to address expert and work problems, especially by searching for new sources of knowledge and using scientific methods, to develop ability of communication in the field of expertise and among fields of expertise, professional criticism and responsibility, showing initiative and independence, and in managing most demanding work. A component of these programmes can also be practical education in work environment or participation in conducting research.

A competence is a capacity of an individual to effectively and successfully carry out a certain job. It is based on a relevant physical, social, mental and spiritual potential, knowledge, skills, values, beliefs, and is seen especially in the ability to efficiently use resources available. A person is competent if they have the potential needed to enable them to acquire relevant knowledge. On this basis a person can develop skills which enable them to be efficient in a certain field. At the same time their values, opinions and beliefs are of importance. In order for the competence to show, a person also need motivation. On the basis of own

competences a person can carry out their work effectively, but in order to be successful, this knowledge must be needed (appreciated). Effectiveness certainly also means an ability to use available resources. The most important is using own resource, especially creativity, using the potentials of colleagues (intellectual capital) and classic resources (money, equipment, space and time). A person is competent even if they are not motivated for work, whereas in order to be effective, one must be motivated. A general competence comes from a universal fundamental knowledge of a subject or programme. General competencies comprise the general profile of a graduate. As part of a study process, not only knowledge develops in the direction of competence but also the attitude to the use of this knowledge, which is an upbringing component that is but inseparably linked to an educational component.

Certain competences cannot be developed in an individual (the skill of separating colours), because knowledge has no dispositions, whereas others can be developed through whole life (learning languages). In the pilot study we have identified as relevant cognitive competences (ANALYTICAL CONCEPTUAL THINKING, LEARNING BASED ON RESEARCH, CREATIVE PROBLEM-SOLVING) that are the basis for understanding, logical reasoning and anticipation; personal competences (POSITIVE SELF-IMAGE, INITIATIVENESS, PERSEVERANCE, TENDENCY TO ACHIEVE SUCCESS, EMOTIONAL STABILITY) that are the basis for individual growth, responsibility development and achieving maturity; operative competences – the basis for a functional effectiveness and literacy; relationships competences (A SENSE OF INTERPERSONAL RELATIONSHIPS, COMMUNICATIVE SKILLS, TEAMWORK AND COOPERATION, USER ORIENTATION), developing reciprocity and cooperativeness; managerial competences (INFLUENCING OTHERS, AUTONOMOUS DECISION-MAKING, FELXIBILITY AND ADAPTABILITY, ETHICS), giving the basis for the development of managerial and leadership organisations roles; and organisational competences, giving the basis for the usage and coordination of available resources in time and space.

Subject-specific competences:

Subject-specific competences of a graduate of the first-cycle university study programme Organisation and management of human resources and educational systems: the expert profile of graduates is based on theoretical knowledge and scientific approach, systemic analysis and integration of research work in a pedagogical process, and on addressing complex issues. Graduates are trained to implement, plan, develop, research and manage human resources activities in an organisation.

During the studies, knowledge of the processes related to human resources, information, manufacturing and business is continually intertwined, which makes it possible for the graduates' expert profile to develop a broad spectre of competences that enable mastery of: planning, evaluation of human potential, selecting, informing, motivating, awarding and promoting employees; laying down requested and actual competences; labour law relationships; determining the needs for new knowledge, planning, implementation and evaluation of education, knowledge transfer and management; use of human resources information expert tools; introducing innovation in human resources processes, management of research and development projects. Graduates master development of human resources and educational systems, design and expert management of human resources and educational business, development and maintenance of human resources information system, management and realisation of human resources and educational projects and management of human resources and educational departments.

They are trained to design a new human resources strategy and development policy, and for management of human resources systems and educational organisations. Subject-specific competences are referred to in every curriculum under the section Transferable/key skills and other attributes. A subject-specific competence is a conduct (a skill) which develops to such an extent as to enable an individual to effectively carry out an activity in a related work process. Subject-specific competency means direct use of specialist knowledge. Subject-specific competences develop in simulations, experiments and direct use of knowledge in problem solving.

Assessment and completion

Examination performance is graded as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Progression

Conditions for progression to the second year: students progress to the second year if by fulfilling the requirements from the first year they have accumulated a minimum of 40 credits.

Conditions for progression to the third year: students progress to the third year if they have fulfilled all the requirements in the first year (accumulated 60 credits) and in the second year accumulated at least 45 credits.

Exceptional progress: students who have not fulfilled study requirements for progression as laid down above and have justified reasons for that, Commission for study affairs of Faculty of Organisational Sciences can, upon their request, exceptionally approves enrolment in the higher year. Justified reasons are laid down by the Statute of University of Maribor. Students may progress in exceptional cases if they have fulfilled more than half of the requirements.

Transitions

Second-cycle master's study programmes (SQF level 8)

Condition for obtaining certificate

Students complete the studies by fulfilling all the prescribed requirements in the programme and successfully defending a thesis, and accumulating a total of minimum 180 credits.

Awarding body

University of Maribor, Faculty of Organisational Studies

URL

https://fov.um.si/en