SLOVENSKO
OGRODJE
KVALIFIKACIJ

Magister edukacijskih politik/magistrica edukacijskih politik

Selected qualifications

Name of qualification	Magister edukacijskih politik/magistrica edukacijskih politik
Translated title (no legal status)	Master of Arts in education policies
Type of qualification	Diploma druge stopnje
Category of qualification	Izobrazba
Type of education	Master's education
Duration	2 years
Credits	120 credits

Admission requirements

• A completed first-cycle study programme in a relevant field – teacher training and education science, humanities and art or social, business, administrative and legal sciences (first indent of Article 38a of the ZVis) – consisting of at least 180 credits, with no additional requirements; or
• a completed first-cycle study programme in another field (second indent of Article 38a of the ZVis) consisting of at least 180 credits, if prior to enrolment the candidate completes course units essential for continuing studies; these are determined by the Postgraduate Studies Commission of the Faculty of Education with reference to how different the field is, and consist of 10 to 60 credits; or
• a completed professional higher education programme, adopted under legal provisions in force before 11 June 2004, in a relevant field – teacher training and education science, humanities and art or social, business, administrative and legal sciences – with no additional requirements; or
• a completed professional higher education programme in another field, adopted under legal provisions in force before 11 June 2004, if prior to enrolment the candidate completes course units essential for continuing studies; these are determined by the Postgraduate Studies Commission of the Faculty of Education with reference to how different the field is, and consist of 10 to 60 credits.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževalne znanosti

Qualification level

SQF 8
EQF 7
Second level

Learning outcomes

The qualification holder will be able to:
(general competences)

- demonstrate knowledge of, monitor and apply relevant theories and methods of research,
- undertake research and transfer knowledge into practice,
- develop new knowledge and understanding of the field,
- develop cognitive skills associated with the creation of new knowledge,
- work in accordance with ethical norms and the professional code of conduct,
- take responsibility for own professional development and learning by evaluating and reflecting on own work (experience learning, reflection, etc.),
- demonstrate a capacity for leadership and organisation,
- establish partnership relations with users and other groups,
- cooperate in a team and communicate with other professional staff involved in the work process,

- reflect on and evaluate existing practices and identify possibilities for raising the quality of activities,

(subject-specific competences)

- demonstrate thorough knowledge of the theoretical bases of the field of education policies, reflect on them and apply them in practice,
- demonstrate thorough understanding of the processes of reflecting on and systematic regulation of the field of education,
- demonstrate thorough understanding of society, the state and the functioning of institutions and the influence of institutions on users of education services, and increase awareness of the fact of own institutional involvement,
- demonstrate thorough understanding, capacity for reflection and proficiency in various forms of work in the field of education policies (monitoring events in the field, assessment of trends, proposals to improve the quality and fairness of education systems, etc.),
- autonomously manage, monitor and evaluate special projects in the field of education (e.g. autonomous management of projects to identify and ensure quality and efficiency in pre-school/school/university education; planning and management of development of the school network in the municipality, etc.),
- undertake more complex analytical and research work in the field of education policies at the regional level – e.g. preparation of a regional human resources development programme, etc.),
- understand, reflect on and promote fundamental values and norms (human rights and obligations, tolerance, solidarity, etc.) in the field of education,
- understand, reflect on and practise fairness in the field of education,
- understand, reflect on and practise efficiency in the field of education,
- demonstrate an analytically structured view of inter-cultural dialogue in educational and other contexts,
- lead a research approach to problem and consider it in a comparative (including international) light,
- demonstrate thorough knowledge of the basic principles and elements of leading teams and services,
- make an analytically based autonomous assessment of crisis situations and prepare scenarios for the addressing of problems deriving from deteriorating social, ethnic, generational situations,
- demonstrate understanding of the macro dimensions of education policies and their application at individual levels/in individual fields of education,
- demonstrate knowledge and understanding of and an orientation towards active, inclusive, non-discriminatory work and multiculturalism.

Assessment and completion

Examination performance is scored 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

In order to progress to the second year, students must complete examination requirements totalling 48 credits.

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

To complete their studies, students must complete the prescribed modules and accumulate 120 credits.

Awarding body

University of Ljubljana, Faculty of Education

URL

https://www.pef.uni-lj.si/12.html